



15 MAR 2018



Thank you for your email of 23 February 2018 to the Ministry of Education requesting the following information:

- *The Policies and Procedures manual which contains the internal decision making guidelines and rules in regards to home education exemption applications and related home education matters. This manual was developed in 2017 and released to regional staff in early 2018. Peter Guiney was, I believe, the primary or initial author.*
- *Any related or supplementary documentation and information held by the Ministry of Education which informs or influences how the information in the manual is interpreted and/or applied.*

Your request has been considered under the Official Information Act 1982 (the Act).

The manual 'Home Education Policies and Procedures Manual' sets out the policies and procedures to assist Ministry regional and national office staff who are involved in home education.

I am releasing the manual to you in full, attached as **Appendix One**.

In response to Part two of your request, I can advise that there is no '*related or supplementary documentation and information held by the Ministry of Education which informs or influences how the information in the manual is interpreted and/or applied.*' I am therefore refusing this part of your request under section 18(e) of the Act as the requested information does not exist.

Please note, the Ministry now proactively publishes OIA responses on our website. As such we may publish this response on our website after five working days. Your name and contact details will be removed.

Thank you again for your email. You have the right to ask an Ombudsman to review this decision. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely



Katrina Casey
Deputy Secretary
Sector Enablement and Support

HOME EDUCATION POLICES AND PROCEDURES MANUAL

January 2018

MINISTRY OF EDUCATION

RELEASED UNDER THE OFFICIAL INFORMATION ACT

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SECTION 1 – POLICIES AND PROCEDURES

Purpose of manual and definitions

1. This manual sets out the policies and procedures to assist Ministry regional and national office staff who are involved in home education. It is also intended to provide the basis for national consistency in:
 - Processing home education applications (Sections 1 and 2).
 - The appeals process for declined applications (Section 3).
 - The declarations process and making supervision allowance payments (Section 4).
 - The complaints process (Section 5).
 - The revocation process (Section 6).
 - The process for initiating other Education Review Office (ERO) reviews (Section 7).
 - The manual's appendices also assist parents and Ministry regional and national office staff through a parent information pack (Appendix 1), common home education philosophies and approaches (Appendix 4), and Ministry resources to support home educators (Appendix 5).
 - The appendices also provide 'letters' or text for Ministry regional office and National Office staff communications with parents and schools (Appendix 3) and a checklist for the processing of home education applications (Appendix 2).
2. This manual does not include process charts which are available here <http://confluence.moe.govt.nz/display/SCPH/Home+Education>. However, where appropriate these process charts will be summarised in the manual.
3. Only parents or legal guardians can apply for a Certificate of Exemption From Enrolment at a Registered School (referred to herein as a certificate or exemption certificate). A **parent** is defined in Section 2 of the Education Act 1989 (the Act) as a *person who is the person's mother, father or guardian*. This manual is written in terms of a two-parent family who are home educating one child so will generally use the term parents.
4. However, to avoid repetition parents in this manual also refers to a single parent home educating a child/children, a two parent family home educating more than one child, or one or more guardians' home educating one or more children as well as non-custodial parents who are involved in the home education of their child/children.
5. In this manual the terms child, children, and student are also used interchangeably to refer to children and young people of school age (ie, 5 to 19) who are home educated unless stated otherwise.

Introduction

6. Under Sections 20 and 25 of the Education Act 1989 (the Act) students who have turned 6 and have not yet turned 16 years old must be enrolled at *and* attending a registered school. However, since the inception of a formal education system in New Zealand parents have been able to apply for exemption from enrolment at a registered school.
7. An exemption certificate enables parents to teach their children outside of a registered school (often but not exclusively at home). Parents must apply to the Ministry to receive an exemption certificate.

8. The Ministry in this context refers to regional office staff and management. These employees have been delegated the following powers:
- Granting or declining an exemption certificate
 - Revoking an exemption certificate and assisting parents to transition their child back to school (if they are under 16 years of age).
 - Requesting a discretionary ERO review
9. Before parents can be granted an exemption certificate they must meet the requirements of section 21 (s21) of the Act which are that the Ministry must be 'satisfied that the person will be taught at least *as regularly and well as in a registered school*'. 'Or in the case of a person who would otherwise be likely to need learning support (special education), *will be taught at least as regularly and as well as in a special class or clinic or by a special service*' (emphasis added).
10. Parents must be reminded that their child '**must be enrolled at and attending a school until the exemption certificate is granted**'. Failure to do so may result in their child being referred to the Attendance Service via a Non-Enrolment Notification (NEN). Refer to paragraphs 74-79 below for further information and guidance on the policies and procedures for initiating a NEN.

Meeting s21 requirements

11. As noted above in paragraph 9 parents must demonstrate to the Ministry that their child **will be taught at least as regularly and as well as in a registered school**. However, s21 does not say that the parents have to teach their child. Parents can arrange for someone else to teach their child and/or they may also use educational programmes provided by others. The reference in s21 to "the child will be taught" implies that the child will have learned.
12. While parents do not have to deliver their home education teaching and learning programme, they must demonstrate how they will continue to be responsible for providing, supervising, and monitoring it.
13. For example, besides Te Aho o Te Kura Pounamu/The Correspondence School (Te Kura), other groups (especially religious groups such as Home Schooling New Zealand) prepare and distribute educational material for home educators to purchase. Stating the name of one (or more) of these groups or a particular course or programme in an application will not on its own ensure the granting of an exemption certificate. The parents still remain responsible for teaching their children.
14. If the proposed teaching programme does not demonstrate appropriate parental control of the tuition or is more in the nature of a school, then this could lead to the application being declined.
15. In some cases regional office staff will need to follow up with a "group" of home educators. (Refer to the paragraphs 80-89 below for what constitutes an unregistered school and the appropriate action to take if they are operating (or are believed to be operating) as such).
16. If there is concern that a parent is relying on others to the extent that they are no longer responsible for their child's learning and therefore not meeting s21 requirements, then further investigation should be undertaken. If necessary an ERO investigation can be requested (refer to Section 5 below) or the exemption certificate can be revoked (refer to Section 6 below).

17. The s21 requirement of regularity does not mean that parents have to adhere to a regular timetable as is the case at a registered school. However, it does mean that the learning programme has to be delivered in such a way that the parents' educational vision, outcomes, topic plans, and assessments are satisfactorily attained. If there are concerns about the breadth, depth, or regularity of a learning programme then further clarification and information should be sought from the parents.
18. The above paragraphs show how parents can meet Sections Two, A, B, and Three of the home education application form (application form). However, parents also need to demonstrate in practical terms how they will meet s21 requirements through Sections C (how the 12 month educational goals will be achieved) and E (provision of a topic or special project plan) of the application form.
19. The assessment of whether s21 requirements have been met should not be done using Section D of the application form or based on concerns that the exemption may be in force for the student's entire educational journey. It is not practicable for parents (or the Ministry) to know what a young child in particular will want to achieve and the best pathway(s) to do this.
20. Furthermore students (especially the younger ones) are likely to have many large and unanticipated developmental changes over the longer term that cannot be accounted for in the context of the application form. However, for students of secondary school age or (who are about to enter secondary school) these longer term pathways should be clearly identified and how they will be achieved adequately demonstrated.
21. It is important to remind parents that although they have the right to apply for an exemption certificate this does not mean that they are entitled to receive one.

Valid applications

22. In accordance with s21 the Ministry is required to process all home education applications it receives. However, an exemption certificate can only be granted on the basis of a valid application.
23. While the Ministry prefers that the application form is supplied by email it will also accept a hard copy as well as an application of the parents' own design. Where a customised/personalised version is received it must include Section One of the standard application form. Parents must also refer to the guidance document to make sure that their own application form meets the set criteria.
24. A valid application must be dated and signed by a parent or guardian. An electronic signature is acceptable as long as it can be clearly tied to the applicant. If it cannot be or there is any doubt a physical or digital signature should be sought. In all cases it is sufficient for an application to be signed by one parent or guardian only. For further guidance refer to Section 2 below.
25. Where a legal guardian makes an application, proof of this is required.
26. An application cannot be accepted for anyone who is sixteen or older because they are not legally obliged to be enrolled at and attending a registered school and therefore do not require an exemption certificate. Where parents apply for a child who is sixteen or older they should be informed that they do not require an exemption certificate and are free to home educate.
27. Applications can be accepted for children less than six years of age. However, parents should be encouraged to apply no earlier than three months before a child's sixth

birthday and reminded that the exemption does not come into legal effect until the child's sixth birthday.

28. The rationale for requesting that applications be lodged later for children under six years old is not only administrative convenience. It is also in recognition that many children experience significant learning development between the ages of four to six which can be more accurately covered in the context of meeting s21 requirements if the application is lodged later.

Child safety

29. Child safety issues must be dealt with by adhering to the Ministry's Child Policy and its associated processes and procedures. This may include liaising with the Ministry for Vulnerable Children/Oranga Tamariki (Oranga Tamariki) via a formal referral.
30. Oranga Tamariki can also approach the Ministry (and the Ministry can approach Oranga Tamariki) if there are any concerns about a child being home educated. This information sharing may include establishing whether Oranga Tamariki is the child's guardian and also whether there are any outstanding investigations, court orders etc. in relation to the child.
31. Oranga Tamariki can raise concerns about parental ability to home educate or the suitability of a child for home education. However, regional staff should be clear with Oranga Tamariki that their views and opinions are being sought mainly in relation to child safety/wellbeing.
32. Oranga Tamariki do not have the expertise or knowledge to make an assessment as to whether the parent(s) can meet s21 requirements or if the child is 'suited' to home education. Irrespective of the concerns raised by Oranga Tamariki they must undertake the necessary checks and provide appropriate evidence to support them. This is particularly important because validated child safety concerns would see the application declined.

Adopted or foster children

33. Children adopted from overseas who are classified as domestic students must be enrolled at a registered school or home educated. In these cases the regional office should inform the parents that the application cannot be processed until they provide proof that the child has domestic student status.
34. Foster children may also be eligible to be home educated if their guardianship of the child can be confirmed because s21 only allows parents or legal guardians to apply for a home education exemption.
35. As a guide to dealing with these applications the following process should be followed:
 - Confirm via Oranga Tamariki that the application is from one of their foster parents
 - Obtain written consent from the child's biological parents (if possible), the child's legal counsel, and the Oranga Tamariki social worker and relevant manager.
36. It is recommended that the regional office should contact the National Office portfolio holder for further guidance and advice prior to processing these applications. If there is any doubt about whether the applicants are parents as defined in the Act then legal advice should be sought.

Issuing, revoking, and ceasing exemption certificates

37. A separate exemption certificate must be issued for each child.

38. Under section 21(2) of the Act, an exemption certificate continues in force until it expires or is revoked. As per section 21(7) of the Act a certificate can only be revoked after reasonable efforts have been made to get all relevant information and a report on the matter from ERO has been considered. Refer to Section 6 below for further information on revoking certificates.
39. An exemption certificate should be ceased when the student turns 16, or enrolls at a registered school, whichever happens first. However, current Ministry operational policy allows parents to receive a supervision allowance for a student until the end of the year in which they turn 19 (provided the exemption certificate was issued before their 16th birthday).
40. Exemption certificates are not required for students who are enrolled at and attending provisionally registered private schools because these are recognised as registered schools under section 35A of the Act.

Exemption certificate start dates

41. The following business rules apply for exemption certificate start dates:
- A child who has been issued with an exemption certificate on/before the first gazetted school day of the school year should have an exemption start date of 1 January or their 6th birthday, whichever is later.
 - A child who has been issued with an exemption certificate on/before the first gazetted school day of Term 3 should have an exemption start date of 1 July or their 6th birthday, whichever is later.
42. This rule does not apply to parents who are commencing home education on a date later than the first day of the school year.

Exemption certificate cease dates

43. The following business rule applies regarding exemption certificate cease dates:
- Where a child is enrolled to start at a registered school on the first gazetted day of the school year, their exemption is ceased with effect from 31 December of the previous year.

Education pathways, career options, and learning support for home educated students aged 16 or older

44. Home educated students who are aged 16 or older can directly access Youth Guarantee or tertiary courses. Alternatively they can access these courses through Te Kura's Young Adult Gateway.
45. Note that if a 16 year old home educated student enrolls fulltime on a fees free course or as a Young Adult at Te Kura their exemption certificate and supervision allowance will cease (refer to paragraph 107 below for further information on home educated 16 year old students at Te Kura). In these cases students also need to be ceased in the RAD and removed from the home schooling roll in ENROL.
46. The University of Canterbury (<http://www.canterbury.ac.nz/arts/qualifications-and-courses/programmes-for-school-students/home-school-students/>) and Massey University (http://www.massey.ac.nz/massey/admission/entry-requirements/eligible_homeschool.cfm) have dedicated entry pathways and criteria for home educated students.
47. Home educated students who hold a Christian Education New Zealand (CENZ) Level 3 certificate or CENZ Level 3 certificate with Honours can enter any university as part of an agreement between CENZ and Universities NZ.

48. Other NCEA and non NCEA pathways to university for home educated students are outlined here <http://www.universitiesnz.ac.nz/studying-in-nz/domestic>.
49. Home educated students applying for university (or other tertiary study) outside these pathways should establish what the provider's enrolment criteria are. It is recommended that this is done up to two years prior so a suitable entrance pathway can be developed.
50. However, it is important that when students enrol in Te Kura, Youth Guarantee, or tertiary courses on a part-time basis that overall responsibility for the student's education still remains with the parent.
51. Home educated students receiving Ongoing Resource Scheme (ORS) support can continue to access it until the end of the year in which they turn 21. However, to continue receiving ORS support and the supervision allowance parents need to contact their local Ministry office.
52. Some suggested career options for home educated students and their whānau are here <https://www.careers.govt.nz/job-hunting/cvs-and-cover-letters/describing-skills-in-your-cv/> and here <https://www.careers.govt.nz/tools/skill-matcher/>.

Parental disputes

53. When parents cannot agree about whether home education is the appropriate choice for their child, one option is to resolve this through the Family Court. The Ministry is required to make educational judgements only and cannot resolve these disputes.
54. When a custodial parent makes an application for an exemption certificate it should be processed in the normal way. If the non-custodial parent objects to home education as an option for their child, they should approach the Family Court and invoke the provisions under the Care of Children Act 2004 for settling disputes between guardians.

Enrolment at school

55. An exemption certificate will automatically expire when the student enrolls at any registered school including any unit for any duration (including part-time). The Home Education Information Pack (refer to Appendix 1 below) alerts parents to the need to contact the Ministry if they enrol their child at school.
56. When a home educated student enrolls at school, the RAD and ENROL databases should be updated by the appropriate regional office or the Resourcing team at National Office (Resourcing) depending on which of them receives the information from the parent.
57. If the parents wish to recommence home education, then a new certificate is required. However, this does not necessarily mean that parents must submit a new application. For further guidance on when a new application is required refer to the school trials section below.

Five year olds

58. A parent is free to withdraw their five-year-old at any time and not re-enrol them at another school or kura until they turn six
59. Where parents are going to withdraw their child who is under 6 from school they need to have a discussion with the school or kura to ensure that all parties are aware of this and that the school or kura can take the child off the roll with the leave reason 'caregivers decision'. This will ensure the Ministry is aware that a conscious decision has been made to take the child out of school.

School visits and participation in school-based activities

60. Schools can allow home educated students to visit. However, schools and parents need to be aware that schools are not resourced or funded to provide instruction to non-enrolled students (and cannot charge fees to cover costs). The school also needs to be aware that they are responsible for the home educated student's health and safety while they are onsite. Other issues regarding the role of the school, the role of staff, and insurance cover may also arise.
61. Similarly, schools or external organisations are not required to permit home educated students to participate in their sporting, cultural, or other activities and events.

Obtaining school-based qualifications

62. Home educated students can undertake National Certificate of Educational Achievement (NCEA) courses through Te Kura.
63. They can also be assessed against NCEA standards by a (link) school that has been granted "consent to assess" by the New Zealand Qualifications Authority (NZQA). However, schools are not obliged to carry out this role for home educated students.
64. The NZQA website has further information about the eligibility of home educated students to access NCEA through link schools (<http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-rules-for-home-schooled-students/3/>).
65. Additional criteria apply for home educated students wishing to apply for the New Zealand Scholarship which are that they must not have completed their secondary education in a previous year and need to attest to their eligibility through a Justice of the Peace.
66. Home educated students can also sit Cambridge International Examinations at approved schools every October/November. To do so they must negotiate directly with an approved school and pay the required fees (refer to <http://www.acsnz.org.nz/> for further information). Additional support for home educated students using the Cambridge system is available at NZHomeEdCambridge@yahoo.co.uk.

School trials

67. Home educated students may attend a school on a trial basis. Irrespective of which school is chosen (including Te Kura) the school must agree to the trial taking place. Parents also need to adhere to any terms and conditions that the school sets as part of the trial.
68. Trials should be treated as an opportunity for regional office staff to work with parents about what is the best option for their child. Regional office staff should also work with parents on a transition plan for their child exiting home education and attending school and leaving school and recommencing home education if necessary.
69. School trials should also be regarded as a serious attempt by the student and their parents to reintegrate (or enter for the first time) into a schooling environment. Multiple school trials require further investigation by regional office staff to assess why they are occurring. This will involve discussions with both the parents and the relevant school(s).
70. The maximum duration a home schooled student can attend a school on a trial basis and continue to receive their supervision allowance is 10 school weeks. If a trial falls

over a school holiday period then those holiday weeks will not be counted towards the 10 week duration.

71. If the student returns to home education on or before 28 days they will receive the full supervision allowance for the trial period.
72. If the student trials attending a school for more than 28 days but less than 10 school weeks a 'less days' funding calculation for their supervision allowance will be made for the trial period.
73. If the student trials attending a school for more than 10 school weeks, their supervision allowance will cease and a new application would be required for the new exemption certificate to be issued.
74. For school trials of 10 weeks or less a new exemption certificate is required. However, a new application is only required where there has been a material change in circumstances.
75. In this context a material change in circumstances involves determining whether the parents can continue to meet s21 requirements. Where reapplication is sought on this basis there should be appropriate supporting evidence.

Non-enrolment procedures

76. If a student under 16 is no longer being home educated but is not showing on the ENROL database as enrolled at a school regional office staff should generate a non-enrolment notification (NEN). A NEN should also be generated in cases where the student has enrolled at school (on a non-trial basis) but is not attending because in these cases they would no longer have an exemption. Refer to the section above on school trials for home educated students.
77. A NEN can also be considered if the exemption certificate is being processed and the child is not enrolled at and attending school.
78. In some cases parents will not enrol their child at a registered school despite their application for an exemption certificate being declined or (for existing exemption certificate holders) their certificate being revoked. If non-compliance continues the Ministry may:
 - Follow its NEN procedures
 - Refer the matter to Oranga Tamariki under the Truancy Protocol
 - Inform the police and/or
 - Lay charges against the parents.
79. Referrals to Oranga Tamariki would only be done if there is an underlying welfare issue, which if addressed, could resolve the non-enrolment issue. Informing the police would only occur where the situation went beyond simple truancy. Similarly, taking prosecutions should only be considered as a last resort. Please note that permission is required from the National Office Legal team before prosecution action may be taken. The main method to resolve non-enrolment in these cases is through a NEN referral.
80. Attendance Service providers and their Ministry relationship managers should refer parents who are intending to home educate or have applied for an exemption to the Ministry's webpage on home education -<https://parents.education.govt.nz/secondary-school/secondary-schooling-in-nz/home-education/>.

81. Attendance Service Providers and their Ministry relationship managers can also advise that home education applications generally take 4-6 weeks to process. If necessary, they should refer parents to the home education lead contact in the appropriate regional office.

Home educators forming a school

82. It is illegal for home educators to form a school (which is defined by Section 35A of the Act (s35A)). However, many home educators meet together on a regular or semi-regular basis. A parent has not necessarily relinquished responsibility for their child's learning if they are being home educated in these groups.
83. These home educator groups could be an extended whānau or large family who are not trying to form a school. However, large families or extended whānau should be advised that if they were to teach children from other families they could be in breach of s35A.
84. The larger and more organised a group is (especially if they teach nine or more children), and the less responsibility parents have for their children's education, then the more likely it is that a group will need to register as a school. This is necessary even if parents have applied for and received exemption certificates for each child in the group.
85. Whether there are nine or more 'students' is not the only factor to consider when determining if a group is operating informally or as a registered school. For example, if a group of six children from five different families are being taught together several days a week at a specified location by a single adult using planned lesson material this can be regarded as a school.
86. In contrast, an indeterminate group of home educating parents meeting for three mornings a week delivering educational programmes to their children does not necessarily constitute a school.
87. Similarly, a Sunday school run by home educating parents is probably not a school either under s35A even if it had more than 100 children or young people attending. This is because it is restricted in scope and, though regular, is in session for only a small period of time once per week.
88. Other factors that may contribute to an assessment that a home educator group is in fact a "school" include whether they are or there is:
- Advertising
 - Taking on a formal structure or name
 - Hiring a site or establishing a substantial "school" building rather than simply meeting at a convenient location
 - A lack of involvement or control on the part of the parents
 - A timetable that resembles a typical school day ie, Monday to Friday for periods of six hours or more

Criteria of a private school

89. The criteria for registration as a private school is a good example of what might constitute an unregistered school which are that they:
- have premises that are suitable
 - usually provide tuition for nine or more students who are six to 15 years of age

- have staffing that is suitable to the age range and level of its students, the curriculum taught at the school, and the size of the school
- have equipment that is suitable for the curriculum being delivered or to be delivered at the school
- have a curriculum for teaching, learning, and assessment and make details of this and its programme for delivery available for parents, and
- have suitable tuition standards

Recommended actions if home educators are operating as a school

90. If a regional office becomes aware of home educator groups that may be operating in breach of s35A it should refer the matter to the National Office portfolio holder who will seek legal advice on further action.
91. In the past the Ministry has asked large home educator groupings to cease operations immediately or seek provisional registration as a school. In the case of small groups, the Ministry should advise that the emphasis in these groupings should be on individual, rather than group, instruction. For suggested letters or emails to appropriate representatives of these groups please refer to letters 13 and 14 in Appendix 3 below.

Learning Support (Special Education) needs

92. The Ministry may be asked for an exemption for a child who has learning support needs. In these cases, regional office staff must be confident that the parents will meet s21 requirements ie, that the student will be 'taught at least as regularly and as well as in a special class or clinic or by a special service'.
93. Parents who are granted an exemption to home educate a child with learning support needs can seek advice and guidance from their regional office (or if necessary the National Office) learning support team. Home educated children who have identified learning support needs can access the following Ministry provided specialist services:
 - Ongoing Resource Scheme (ORS)
 - Speech-language therapy
 - Specialist services for children with a moderate physical disability
 - Assistive equipment.
 - Some services for deaf and hard of hearing students including repair and maintenance of government owned hearing aids and FM systems, specialist literacy assessment and learning advice, NZ Sign Language and Deaf Studies advice, and involvement in an Individual Learning Plan (ILP) process.
 - Similarly for blind and low vision students, services can include assessments, information, teaching and learning strategies, referral to other services, and assisting with the development of an ILP.
94. Requests for these services are assessed on the same basis as for school-based students. For assistive equipment the Ministry supports the parents in information gathering for the assessment.
95. However, parents of home educated students cannot access associated funding for these services. They also **cannot** access the following support:
 - Special Education Behaviour Service

- Resource Teachers: Learning and Behaviour (RTLb)
 - Resource Teachers: Literacy
 - The School High Health Needs Fund
 - Direct teaching services related to children who have blind or low vision and/or are deaf or hearing impaired, and
 - Additional teacher and teacher's aide time as part of ORS.
96. Regional office staff who are processing these applications should liaise with their learning support colleagues, including obtaining an assessment report if one has not been done previously, before issuing an exemption certificate. Obtaining an assessment report is especially important where the child has not previously enrolled at a school eg, an application for a five year old. A learning support transition plan should also be developed where necessary.
97. The assessment report should determine the child's required learning support needs, and assist in establishing the parents' ability to teach "*at least as regularly and well*" as a special class, clinic, or service.
98. In cases where a student who has an exemption certificate is not at the expected age appropriate or NCEA level due to learning support issues and these same issues are precluding them from attending school at all or only on a part-time basis regional office staff should also work with their learning support colleagues. As is the case in the pre-approval stage learning support staff would organise an appropriate assessment of the student to determine their needs and requirements.
99. Based on these assessments staff who are responsible for home education would work with their learning support colleagues as well as the parents and student to develop an appropriate educational plan and pathway. This might include (but not be limited to): remaining (or becoming) home educated or enrolling at a local school or Te Kura via its psycho-social enrolment scheme. In all these (and other) cases appropriate learning support would need to be in place for the student.
100. In determining whether the student continues to be (or becomes) home educated, enrolled at school, or placed on another education pathway the key considerations should be what is in the best interests of the child and if the parents (even with appropriate learning support in place) can continue to meet s21 requirements.
101. In cases where the exemption certificate has been issued with terms and conditions which require the parents to liaise with the Ministry's learning support staff, failure to do so (after reasonable attempts have been made) would result in the possible revocation of the certificate. In these cases the procedures in Section 6 below should be followed.
102. Note that an exemption certificate should not be issued with terms and conditions without express permission from the Legal Services Team via the National Office portfolio holder. This permission would also establish the correct wording for any associated terms and conditions.

Home educated students who enrol at Te Kura

103. Te Kura allows home educated students to enrol in its courses if parents supply a copy of their exemption certificate together with their enrolment application.
104. Te Kura also provides support to home educated students on the same basis as other students. For example, Te Kura can organise a visit every four weeks from a liaison teacher for home educated students who are deemed to be isolated.

105. Note that not all regions have Te Kura liaison teachers. Even where they are available these liaison teachers do not teach; rather they facilitate improved relationships between parents/whānau, students, and Te Kura. They also help students deal with any challenges that are impeding attainment of their educational outcomes.
106. However, overall responsibility for the student's education remains with the parent. Te Kura expects that the parent will communicate with Te Kura staff at least twice per week and ensure work is submitted on time.
107. For home educated students (who are 15 years of age or younger) there is no limit as to how many subjects can be purchased without losing their exemption status. Te Kura recommends up to five subjects be purchased. However, Te Kura consults with the student and parent before making a final decision as to how many subjects a home educated student can access.
108. Note home educated students will lose their exemption status if they are referred to Te Kura through either a Ministry or Oranga Tamariki Gateway. When a home educated student turns 19 they must enrol full-time at Te Kura as an adult student and will therefore lose their supervision allowance.
109. Students who are home educated and aged 16 or older can access Te Kura courses and resources free of charge through its Young Adult enrolment scheme. However, if home educated students enrol in three or more courses through the Young Adult enrolment scheme they need to pay for these as fee-paying students or enrol fulltime at Te Kura as Young Adults in which case they would lose their exemption certificate and supervision allowance.
110. All details relating to home educated students enrolled with Te Kura are available on request.
111. If it comes to the Ministry's attention that parents:
- have not used Te Kura (when this was part of the approved teaching programme)
 - have stopped using Te Kura (when this was part of the approved teaching programme)
 - or appear to be relying solely on Te Kura provision for their teaching programme then;
112. Regional office staff should attempt to clarify the situation with the parents. If regional office staff are not satisfied that the parents are continuing to meet s21 requirements then they should contact them to establish how much Te Kura is contributing to their teaching and learning programme.
113. If a response to this is not forthcoming or is unsatisfactory then the staff member should investigate further and if necessary revocation procedures should be followed (refer to Section 6 below for further details on how to revoke an exemption certificate).

Transfer between Regions

114. When a family who are home educating move from one Ministry region to another, the exemption certificate continues to apply. The 'new' office should contact the office where the exemption certificate was issued (or other office in some cases) to make arrangements for the paper file to be transferred. If it is Resourcing that receives the notification, they will notify the regional office currently holding the file and ask them to arrange the transfer to the relevant office.

Home educators going overseas

115. Parents must notify their nearest regional office when they are travelling overseas, preferably in writing. The regional office then needs to contact Resourcing via email. Resourcing are responsible for updating the RAD and ENROL databases, managing the supervision allowance payments, and if necessary generating a NEN.
116. When parents return from overseas they must again contact the appropriate regional office who in turn notify Resourcing. Resourcing update the RAD and ENROL databases and recalculate the allowance payment based on the family's arrival date.
117. Irrespective of the duration of their overseas travel students do not lose their exemption status (unless they have turned 16) and do not need to reapply to have their certificate reinstated when the parents notify the Ministry of their return.
118. The supervision allowance when parents travel overseas is payable as follows:
 - If a family leaves New Zealand for up to and including 28 days there is no effect on their supervision allowance.
 - If a family leaves New Zealand for more than 28 days but less than six months a 'less days' payment will be made.
 - If a family leaves New Zealand for 6 months or more their supervision allowance will cease and they will need to reapply for it on their return.

Requests for information

119. From time to time, the Ministry may receive requests for personal information related to individual home educated students including their names and addresses. While in most cases this information cannot be supplied to third parties, in dealing with these requests the Ministry's privacy guidelines must be adhered to and an additional check with the Legal Services team needs to be undertaken.
120. Parents can request the information that has been supplied to the Ministry from a school principal under the Privacy Act. Principals should be informed of this when their views on home education applications are requested. If necessary legal advice should be sought in determining whether this request should be granted.

Requesting information from schools

121. If the student is already enrolled at school when an application for an exemption certificate is made the Ministry should contact the relevant principal for comment (refer to Letter 2 in Appendix 3 for suggested text). This is because the principal and school may have critical information in terms of whether an application should be approved or not.
122. While the principal's opinion is important it is one of many sources regional office staff need to consider before granting an exemption certificate. The main piece of information that regional office staff require from a principal is their view of whether the child will be taught at least as regularly and as well as at a registered school and, if not, their reasons/evidence for this opinion.

Requesting and considering additional information

123. It is recommended that prior to submission parents contact the relevant regional office and refer to the home education webpage's guidance document. Whether parents contact the Ministry or use the guidance document they are expected to provide the following information:
 - a description of their home education approach, philosophy, and/or curriculum

- a description of the intended learning areas and/or subjects
 - a description of the resources and reference materials that are available to them to teach their child and an explanation of how they intend to use them
 - short- and long-term educational goals for the student
 - a description of how they intend to measure and record progress and achievement in relation to the learning goals
 - a demonstration of regularity ie, when, how often, and for what duration the student will be taught.
124. However, staff may need to follow up with the parents if feedback from the principal raises concerns about their ability to meet s21 requirements or the student's suitability for home education.
125. In other cases the application will not have sufficient information (based on the above requirements) to satisfy regional office staff that s21 requirements will be met. Whether it is the result of concerns from a school principal or missing information regional office staff should in the first instance contact the parents by phone or email (refer to Letter 1 in Appendix 3 for suggested text). Where parents are contacted by phone supporting notes need to be made of the conversation and any agreed outcomes and actions must be recorded on the RAD and/or the paper/electronic file.
126. Only where email and/or phone are unsuccessful in obtaining the requested information and/or clarification would a face-to-face meeting be initiated (and even then only at a time and place of the parents choosing). A home visit cannot be undertaken without the parent's permission.
127. If during a home visit staff have any concerns about the child's wellbeing they must ensure that the Ministry's Child Protection Policy is adhered to. This policy also outlines key signs for staff to look for when assessing if there are child wellbeing issues. Refer to paragraphs 29-32 above for further advice and guidance on how to deal with child safety issues or concerns.
128. It is crucial that relevant information from parents and external sources including school principals and Oranga Tamariki has appropriate supporting evidence (where possible) so that it can be considered as part of the decision of whether to approve or decline a home education application.
129. Some applications include input and assistance from the National Council of Home Educators New Zealand (NCHENZ). Where parents have not acknowledged NCHENZ (or other external) input on the application form they must be reminded that failure to do so constitutes a false declaration. They must also be reminded that a false declaration would see their application declined even if it otherwise meets s21 requirements.
130. However, if a parent has acknowledged NCHENZ input in the appropriate section of the application form and signed the declaration then the application must be assessed on its merits even if their input is not obvious. This is because signing the declaration confirms that the teaching and learning programme outlined is one that they believe they can deliver.
131. The only exception to this would be where regional office staff have evidence that indicates that the parents cannot deliver the teaching and learning programme outlined in the application. If this is the case then parents must be given a reasonable

opportunity to demonstrate that they can deliver the stated teaching and learning programme before a decision is made to decline the application.

132. Regional office staff should also use the information in the parent pack to assist parents to successfully complete their application (refer to Appendix 1 below for further details).

Early Leaving Exemptions (ELX) and access to Youth Guarantee and tertiary courses for 15 year old students

133. For Youth Guarantee and some tertiary courses home educated students, who are aged 15, require an ELX as one of the entry criteria for enrolment. However, it is highly unlikely that an ELX can be granted to home educated students because they would not meet the statutory criteria set out in the relevant legislation. These criteria are that the Ministry must be satisfied that on the basis of the student's educational problems, conduct, and the lack of benefit they are likely to get from available schools that it is 'sensible' to grant an ELX.
134. However, as an alternative a home educated student aged 15 could be eligible for enrolment in NCEA Level 1 and 2 fees free courses. The Tertiary Education Commission's conditions for these courses state that: 'if the student is, or will be, home schooled at the time that the programme of study or training starts, (the provider must ensure) that the parent of the student who is primarily responsible for the student's home schooling has signed a letter that approves the study or training.'
135. Note that if the student is enrolled in a fees-free course, the parents must demonstrate that they are still responsible for providing, supervising, and monitoring their learning programme. If they cannot then the exemption should be ceased, the RAD and ENROL updated, and the parents notified accordingly.

Overseas students

136. Overseas students do not require a home education exemption unless they are classified as a domestic student. This is because international students do not require an exemption certificate as they are not legally obliged to enrol at or attend a registered school. However, if the child or children are classified as domestic students they must be enrolled at school or have an exemption certificate.
137. Whether an overseas student is classified as a domestic student is determined by the Education (Domestic Students) Notice which sets out the classes of person who are required to be treated as if they were a domestic students. For further information and guidance refer to the following education circular - <https://education.govt.nz/ministry-of-education/publications/education-circulars/2017-circulars/circular-201701/>.

SECTION 2 – PROCESSING APPLICATIONS

Pre-assessment requirements

138. Before it can be assessed an application must:
- be made for each child (any exceptions need approval from the National Office Legal Services team)
 - be for a domestic student (refer Education Circular 2017/01 for a definition of a domestic student - <https://education.govt.nz/ministry-of-education/publications/education-circulars/2017-circulars/circular-201701/>)
 - be for a child who is soon to turn six or is 6-15 (inclusive). Note that for 6-15 year olds **they must be enrolled at and attending school** while their application is being processed
 - be from at least one parent or guardian (evidenced by a Birth Certificate or Court Order) of the child
 - be signed by the parent or guardian (any exceptions need approval from Legal Services). **Note:** the 'tick box' in the application form constitutes a signature where the staff member is satisfied that this is generated by the parent or guardian. If there is any doubt a physical or digital signature should be sought.

Procedures and supporting resources for home education applications

139. When processing home education applications the service guide standards must be adhered to. These are:
- Receipt of the application (in writing by email or letter) is acknowledged within one working day
 - The assessment and recommendations for how to proceed with an application are made within 25 working days of receipt
 - Applicants and relevant parties are informed of the outcome within one working day of a decision being made
140. Further information on the service standards and supporting information and resources relating to home education are available through the SE & S Collaborative Hub - <http://confidence.moe.govt.nz/display/SCPH/Home+Education>
141. Enter applications with appropriate dates and details in the home schooling database (RAD). This includes all data and appropriate supporting notes related to approved, declined, lapsed, and withdrawn applications. Relevant information should also be added to the family's paper file.

NOTE: *When entering any comments on an application into the RAD, the person responsible for entering comments should enter their name and the date in the **Notes** field on the **Family screen**. New comments should be entered below previous comments to maintain chronology of events. This is important as the **Last Changed By** field is overwritten each time a change is made within the **Family screen**.*

142. If additional information is required to complete processing the application refer to paragraphs 121-130 inclusive above for further guidance. Generally the additional information required is because of one or more of the following reasons:
- Insufficient evidence or demonstration of how s21 requirements would be met eg, not demonstrating sufficient understanding of the stated philosophies, methods, and approaches, low quality topic plans, or an inability from the parent

to clearly articulate how their overall educational vision for their child will be attained.

- Non-receipt of a New Zealand Birth Certificate or proof of New Zealand Permanent Residence or Citizenship. For applicants born outside of NZ who are neither residents nor citizens proof of their domestic student status is required.
- No signature on the application form
- No evidence of guardianship
- No marriage certificate (where there has been a change of name).

143. If the additional information requested is not supplied within four weeks, the application should be set to lapsed in the RAD and the parents should be informed. If during the information gathering process (or at any other point during the processing of the application) the parent withdraws their application it should be set to declined in the RAD (but the reason given should be withdrawn).
144. Whether an application is lapsed or withdrawn staff need to ensure that the child is re-enrolled (or enrolled for the first time) at school and should initiate a Non-Enrolment Notification (NEN) if necessary (refer to paragraphs 74-79 above for further information and guidance on NEN procedures).
145. If a decision is made to decline an application a peer review must be undertaken via the lead home education contact in another regional office. This is particularly important where the application is being declined for reasons other than not meeting s21 requirements.
146. Staff should complete the Home Education Staff Checklist sheet (refer to Appendix 2 below) prior to issuing (or declining) a home education certificate. The relevant manager must consider all the material before making a decision as to whether an exemption certificate will be issued or not.
147. The manager should then sign the checklist, letters to parents (for suggested text on a letter for parents please refer to Letter 3 in Appendix 3 below) and the exemption certificate. Staff should also (where necessary) inform the student's school by letter or email. Ideally staff would email the letter to the school to avoid delay but post to parents as they need a physical copy of the exemption certificate.
148. Staff must file all applications under the family name.
149. If the application is declined because the additional information provided is not sufficient or it still does not satisfy s21 requirements, inform the parents (refer to letter 4 in Appendix 3 for suggested text). This would be entered in the RAD with a declined status with the associated reason being curriculum/timetable unsatisfactory.
150. Applications can be declined where a false declaration is made including not declaring where assistance has been given in submitting the application.
151. Applications can also be declined where there are child wellbeing issues. These issues and concerns may be identified through a variety of sources including school principals or through information obtained from other external sources such as members of the public, hospitals, and local Oranga Tamariki staff.
152. However, regardless of their origin these issues or concerns must be verified through robust supporting evidence and following appropriate processes (including if necessary giving parents a chance to respond to child wellbeing allegations). If there

are other grounds for declining an application these need to be clearly stated and supporting evidence provided.

153. In cases where an application is declined for reasons other than not meeting s21 requirements including false declarations and child wellbeing concerns the declined reason would be other and appropriate supporting notes should be added to the RAD.
154. Where an application is declined a NEN needs to be created if the student is aged six to 15 and is not currently enrolled at and attending a registered school.
155. In the ENROL database staff must enter the date the certificate has been issued within five working days or diarise the entry on the student's sixth birthday because ENROL will not allow data to be entered prior to their sixth birthday. Once the appropriate details have been entered on the ENROL database then staff must file the paper file.

Other considerations when processing, approving, or declining applications

156. Check relevant systems to assess if the child has received any learning support services. If they have refer to paragraphs 90-99 for further information and guidance.
157. Check to see if the family have an existing record on the RAD.
158. Consider using exemplars as a guide to what constitutes a successful (or unsuccessful) application.
159. If there is doubt about whether the parents understand what has been written on their behalf and/or if they can deliver the stated teaching programme they should be contacted (refer to paragraphs 121-130 above for further guidance and advice on obtaining additional information).
160. For home education applications using the Accelerated Christian Education (A.C.E.) or similar curricula appropriate diagnostic testing should be used.
161. Staff may need to support parents by explaining why their application has been declined. However, supporting applicants does not mean giving them answers to key questions or providing them with material assistance in completing the application.
162. If a parent who has been declined reapplies this should be done through a different regional office. Any concerns with the previous application must be addressed. If necessary the regional office that receives the new application can contact the office where the decline decision was made to identify these concerns. If additional information is required follow the procedures outlined in paragraphs 121-130 above.
163. Where applications are declined staff should work with parents to develop a transition plan that supports a student's return to, or first time enrolment at, school.
164. *Finally, if in doubt about what the particular policies and procedures are in order to support an approval or decline decision refer to 'Section 1 - Policy and Procedures' above*

SECTION 3 - DECLINED APPLICATIONS: THE APPEALS PROCESS

165. An appeal against a decline decision must be made in writing to the Group Manager, Service Delivery, Learning Support at National Office (who is acting on behalf of the Secretary). If the initial contact with a parent is by telephone, ask for a written request. Any notes made during this telephone conversation should be attached to the letter when it is received.
166. The appeal letter should be forwarded (if it is not received directly) to the Manager of the Provider Services team (Learning Support) who in turn sends it to the National Office portfolio holder. The National Office portfolio holder records the request for an appeal of the decline decision in the RAD, requests the application, letter, assessment notes, and all other relevant documentation from the appropriate regional office.
167. The application, documentation, and associated information are then forwarded to ERO for a review so it can make a recommendation as to whether the application should be approved or not.
168. When the ERO recommendation is received the National Office portfolio holder adds this to the existing documentation and information and prepares relevant paperwork and a recommendation for approval by the Group Manager.
169. In making this recommendation the National Office portfolio holder should be guided by whether the application meets s21 requirements, the formal application guidance on the education website, and if necessary and appropriate exemplar successful and unsuccessful applications.
170. Note that where an application is declined for reasons outside what is provided in it eg, false declarations then the National Office portfolio holder must ascertain both the rationale for the decline decision and verify the evidence provided to support it.
171. All the relevant documentation must be peer reviewed and endorsed by the Manager and/or the Lead/Principal Advisor in the Provider Services team before going to the Group Manager.
172. If the application is subsequently *approved* a letter advising the parents will be drafted and signed by the Group Manager. A copy of the letter will be sent to the relevant regional office. The regional office should then enter the details on the RAD, update ENROL, and send an exemption certificate to the parents.
173. If the original decline decision is upheld a letter advising the parents will be drafted and signed by the Group Manager. As with an approved decision a copy will be sent to the regional office.
174. If the decline decision is upheld ENROL must be checked to ensure the child is enrolled at school and if not a Non Enrolment Notification (NEN) must be generated (refer to paragraphs 74-79 above for further information and guidance on how to do this).
175. Irrespective of the decision the National Office portfolio holder must advise ERO of the outcome.
176. Parents may reapply when the original decline decision is upheld. However, it cannot be the same application. It must be a different application that should (where possible and appropriate) address the reasons why the original one was declined.
177. Any additional application following an appeal where the decline decision is upheld should be lodged at a different office to the one where it was originally.

SECTION 4 – SUPERVISION ALLOWANCE AND DECLARATIONS

178. The supervision allowance is intended to assist parents to provide for the education of their child/children. However, the supervision allowance is a contribution, not a full reimbursement for all the costs parents must meet to home educate their child/children.
179. The supervision allowance payment is retrospective and cannot be paid in advance. Payment of the supervision allowance is the responsibility of the Resourcing team in National Office.
180. Payments will be direct credited to the bank account nominated by the parents. When parents are not living together, the parent who is responsible for providing the home education should receive the payment.

Criteria for non-payment of the supervision allowance

181. Reasons that the supervision allowance may not be paid and/or the exemption certificate expires include:
- The student is enrolled at a registered school (loss of exemption certificate as well)
 - The family has moved overseas (no loss of exemption certificate)
 - Have not returned the declaration (no loss of exemption certificate)
 - The exemption certificate has been revoked
 - The child is deceased (loss of exemption certificate as well)
 - The student has moved on to employment or tertiary education (loss of exemption certificate as well)
 - The student is over 16 years of age. Their exemption certificate must be ceased. However, if the certificate was issued before the student's 16th birthday and the parents continue to submit a signed declaration that confirms they are still home educating then the supervision allowance will continue to be paid until the end of the year in which the student turns 19.

Amount of the supervision allowance

182. The amount of the supervision allowance is:
- For the first child \$743 per annum (\$371.50 per half year)
 - For the second child \$632 per annum (\$316.00 per half year)
 - For the third child \$521 per annum (\$260.50 per half year)
 - For subsequent children \$372 per annum (\$186.00 per half year)

Pro rata payments

183. When students commence or exit home education parents will be paid on a pro rata basis for the time their child has been home educated within the relevant payment period.
184. When parents notify a regional office that home education has ceased, staff will enter the information on the RAD. This will be picked up when Resourcing prints out requests for a declaration towards the end of the payment period.

False declarations

185. If a declaration is suspected of being falsified it is not to be actioned for payment. Further information should be requested from the parents. If fraud is suspected advice should be sought from Legal Services. If legal advice recommends it the police should be informed so they can determine whether or not to conduct an investigation.

Declaration and supervision allowance process

Note: An email acknowledgement from the parents is an acceptable form of declaration.

Declaration sent

186. In April and October each year the Resourcing team send out a letter and declaration. Parents need to complete and return a declaration by the end of the month it was received.

Declaration returned and supervision allowance paid

187. If the declaration is signed and returned the supervision allowance is paid. Note that **no payment can be approved unless the declaration is signed**, an email with a parents name as sender is an acceptable alternative. It is the parents' responsibility to ensure that the Resourcing team has a correct postal address to send the declaration forms to.
188. The supervision allowance is paid in June (for the January to June period) and December (for the July to December period).

Refusal to accept supervision allowance

189. There is an option on the declaration form for parents to decline receipt of the supervision allowance. This will be noted when a declaration is returned. The family details are loaded onto the database as normal so that the check on the return of declarations is accurate.
190. These parents are still obliged to return a completed declaration every six months to ensure that they are still continuing to home educate their children.
191. The Resourcing team sends the declarations to regional offices for filing once they have been processed.

Failure to return declaration

192. The Resourcing team sends a database-generated reminder letter and new declaration forms to all parents who have failed to return their declaration. This is sent after the payment has been processed for those that returned their declarations on time.
193. Where parents still do not respond, the Resourcing team sets those supervision allowance payments to ceased status in the RAD (generally in February and August) to prevent additional payments being made. When the payments are set to ceased status the Resourcing team advises the appropriate regional office. Regional office staff should then run the 'Stat Dec Not Returned' report from the RAD and contact the parents.
194. If the parents subsequently contact the Ministry within 10 weeks their allowance should generally be reinstated.
195. If the family does not submit a declaration more than 10 weeks after reminder letters have been sent the Resourcing team should notify the relevant regional office. This

office should then undertake its own investigations to determine whether the parents are still providing home education and continuing to meet s21 requirements. If they are continuing to provide home education and meeting s21 requirements then the allowance should be reinstated.

196. However, if these investigations uncover that the child is not meeting s21 requirements then an ERO review should be requested (refer to Section 5 below for further details).
197. And if these investigations determine that the child/children are not being home educated then the revocation process outlined in Section 6 below must be adhered to. In these cases a NEN referral should be made if the child/children are not enrolled at and attending a registered school.

RELEASED UNDER THE OFFICIAL INFORMATION ACT

SECTION 5: DEALING WITH A COMPLAINT

198. Complaints may be received in various ways and all of them, written or otherwise, should be followed up using the checklist below. How regional office staff deal with the parents will depend on the seriousness of the complaint. In most cases, the privacy of the complainant should be protected and this also determines the way in which the complaint is handled.
199. Note that Education Review Office (ERO) reviews cannot be conducted on home educated students aged 16 and over because the exemption certificate expires at 16 when students are no longer required to be enrolled at school.
200. While most ERO reviews occur as the result of a complaint from a member of the public they can be requested by a regional office as well. Regional offices would request an ERO review where they have concerns that s21 requirements are not being met (either through an additional application from the same family or via other relevant and verified sources of information).
201. Irrespective of whether an ERO review is requested on their own behalf or because of a complaint the regional office must follow the checklist below and in particular follow robust investigation procedures as well as allowing the parents a reasonable opportunity to respond.

Process checklist for complaints received about home education

		Date	Peer Reviewer
1.	Regional office receives information		
2.	Name/s and age/s of child or young person:		
3.	Investigation of complaint conducted		
4.	Parents invited to comment on complaint		
5.	Parents' comments on complaint received		
6.	Decision made as to whether an ERO review is required		
7.	If an ERO review is not required inform parents accordingly		
8.	If an ERO review is required seek National Office approval		
9.	If National Office does not approve decision to conduct an ERO review determine what further action (if any) is required and inform parents accordingly		
10.	If National Office does approve decision it will ask ERO to conduct a review		
11.	Draft review report received from ERO		
12.	ERO receives parents' comments on the draft report		

13.	ERO completes a final report and sends to the relevant regional office		
14.	The relevant regional office sends copy of ERO's final report to National Office		
15.	All information (including the ERO report) is collated and a decision is made to continue or revoke the certificate.		
16.	If the decision is made to continue the exemption inform the parents and ERO		
17.	If a decision is made to revoke the certificate refer to Section 6 below for the associated policies and procedures		
	Comments:		
	Complaints File Closed:		

Procedures for dealing with less serious complaints

202. On receiving a complaint deemed to be less serious, the regional office should contact the parents informing them that a complaint has been received and that an ERO review may be required (refer to Letter 5 in Appendix 3 below for suggested text).
203. For these less serious complaints the relevant regional office staff member may simply convey the substance of the complaint (or provide a copy of a written complaint if the author agrees to this) and invite the parents to comment.
204. Complainants should be advised that generally their name will be kept confidential. However, their anonymity cannot be guaranteed (because it can, for example, potentially be released as part of an Official Information Act request). If in doubt about what information is required to proceed and what information can be released to the parents or other external parties please check with Legal Services before further action is taken.
205. Following the parent's reply, if the manager believes that no further action is necessary, they should inform the parents to that effect (refer to Letter 6 in Appendix 3 below for suggested text for this).
206. However, if the manager considers further investigation is required (or if no reply is received at all), then the process below should be followed and the parents informed accordingly.

Procedures for dealing with more serious complaints

207. If a complaint is received which notes that s21 requirements are not being met and that this is adversely affecting the student's educational achievement and progress it should be investigated as a priority.
208. However, if during the investigation or prior to a formal complaint being laid the Ministry is made aware of learning support needs these should be confirmed and assessed. In these cases specialist input should be sought from Learning Support staff.

209. An ERO review should not be conducted if it is determined that s21 requirements can be met with appropriate (and available) learning support. In these cases staff should assist the family to access the necessary support.
210. If the subsequent investigations conducted by the relevant regional office concur with the substance of the complaint (or there is any doubt as to the efficacy of the teaching and learning programme) the staff member should get approval from their manager to request an ERO review.
211. Once this approval is granted the relevant staff member should contact the National Office portfolio holder. When asking the portfolio holder to request an ERO review regional offices should follow the processes below to ensure that all relevant information is provided.
212. The portfolio holder (along with their manager) will confirm or otherwise if an ERO review is required. If they do not agree further discussions should be held with the regional office to either uphold the original decision to proceed with an ERO review or determine an alternative course of action. If a decision is made to proceed with a review the portfolio holder will liaise with ERO to initiate this. A specific email requesting an ERO review from National Office is available via the practice hub.
213. Once ERO has confirmed they will undertake the review the relevant regional office staff member should inform the parents by phone or email/letter to inform them that an ERO review will be conducted (see suggested text in Letter 8 in Appendix 3 below). Note that parents should be aware they may be reviewed by ERO through the initial 'parent pack' they receive when their exemption certificate is issued.

ERO Request to National Office from the regional office

Office:	Date sent to National Office Portfolio Holder:
Contact person:	DDI:
Name of Student(s):	Student's D.O.B:
Parent/Guardian:	Student's National Student Number
Physical Address:	Phone Number:
Home education application(s) attached	Home schooling Family #
Reason for Review:	
Priority Timeframe:	Priority (tick)
1. Review to be taken at the first available opportunity as a matter of urgency.	1
2. Review to be undertaken within the next two full school terms, if possible.	2
3. Review to be undertaken when time schedules permit and to be within the next six to twelve months, of possible.	3

Manager's Signature:	Priority Number:
Date Received in National Office:	

214. If the parents refuse to meet with ERO a letter should be sent advising them of the consequences of this decision (refer to Letter 9 in Appendix 3).
215. At the conclusion of the review, ERO will provide a final report to the regional office which is expected to provide a copy to the National Office portfolio holder. Note that the parents will have been given the opportunity to comment on the report in its draft stage.
216. If the report concludes that the parents are meeting s21 requirements, a copy should be provided to the parents with a covering letter explaining that no further action will be taken and inviting the parents to comment on the report to the Ministry if they wish (refer to Letter 10 in Appendix 3 below for suggested text).
217. In most cases where ERO reports that the home education programme is not meeting s21 requirements, procedures for revoking the certificate should be initiated. See section 6 below for the policies and procedures for revoking an exemption certificate.
218. The exception to this is in cases where ERO finds that s21 requirements are not being met but recommend that the parent/s (with support) could address these. In these cases the regional office staff should work with the parent/s to establish if a suitable teaching programme can be implemented. If it can then the certificate should not be revoked. However, if a suitable teaching programme cannot be implemented then the revocation process should be followed.
219. If the report concludes that s21 requirements are being met but make recommendations for improvement it is up to the regional office to determine if and how these might be implemented. Note that the parent is not obligated to take further action in these cases.

SECTION 6 - REVOKING A CERTIFICATE

Policy

218. S21(6) of the Act gives the Secretary the authority to revoke a certificate. In this context the Secretary's powers have been delegated to regional office directors, and/or managers.
219. If the regional office director or relevant manager is not satisfied that the conditions on which the exemption certificate was issued are being met, they may revoke the certificate, provided that:
- reasonable efforts have been made to get all the relevant information [s21(7)(a)], and
 - the Secretary (ie, regional office director and/or relevant manager) has considered a report on the matter from the Chief Review Officer, [s21(7)(b)].
220. If the relevant director or manager thinks any person who has an exemption certificate would be better off getting learning support at school, they may revoke it under section 21(8) and issue a direction under section 9 of the Act. The Ministry's learning support staff should be involved in this decision.
221. While the Act does not provide for the involvement of ERO in this situation evidence or reasonable grounds would be needed to show that the person would be better off receiving learning support in a school setting.

ERO reviews to support a revocation decision

222. When reviewing a home education teaching and learning programme as part of the revocation process ERO may judge that it is not meeting s21 requirements. Before reporting to the Ministry, ERO will provide a copy of the report to the parents giving them the opportunity to comment. As a result of the parents' input, ERO may amend the report before sending it on to the Ministry.
223. ERO will send a copy of the report to the relevant Ministry regional office which then provides an additional copy to the portfolio holder at National Office. The process checklist below should then be followed.

Process checklist for revoking a certificate of exemption

		Date	Peer Reviewer
1.	ERO report received		
2.	Confirm name/s and age/s of child/children		
3.	Confirm parents' address		
4.	Write to the parents for their response to the ERO review		
5.	Parents' response received		
6.	All information (including parents' response) collated		
7.	Decision made to continue or revoke certificate		
8.	Parents notified by letter of decision		

9.	ERO notified of decision		
10.	RAD amended (including notes where decision to continue is made)		
	Comments:		
	File closed:		

224. When writing to parents advising that their certificate of exemption may be revoked regional offices can, if necessary, request additional information. Note: Even though the parents have already had the opportunity to comment to ERO on the report, it is important that they are given the opportunity to comment directly to the Ministry.
225. The relevant regional office manager considers the ERO report alongside any comments and/or additional information received from the parents. They use this information to assess if s21 requirements are still being met.
226. Documentation for a revocation or continuation of the exemption certificate (whichever is appropriate) should be prepared, reviewed, and approved by the relevant regional office director. This decision must be communicated in writing to the parents, National Office portfolio holder, and ERO. The RAD and ENROL databases should also be updated accordingly by the regional office.
227. If the decision is made to revoke the certificate a letter must be sent to the parents (refer to Letter 11 in Appendix 3 below for suggested text). The key elements in this letter are the:
- Section of the Act under which action is being taken
 - Requirement to enrol the child at school within 14 days
 - Requirement to inform the relevant manager regards compliance with the directive to enrol the child at school
228. If the parent fails to reply to the revocation letter within 14 days, send a reminder letter (refer to Letter 12 in Appendix 3 below for suggested text) warning the parent of the potential consequences of not enrolling their child at school.
229. If there is still no reply after 5 working days, a NEN should be generated and the RAD and ENROL databases updated accordingly.

Review of the decision to revoke

230. The Act does not provide for an appeal against a decision to revoke a certificate. If requested to do so, however, the Secretary for Education will review the decision-making process. This is not a re-examination of the whole case, but is simply a review of all the relevant papers and processes to ensure that due process has been followed.

SECTION 7 – OTHER EDUCATION REVIEW OFFICE (ERO) REVIEWS OF HOME EDUCATION

ERO home education reviews originating from the Minister

231. ERO is obliged to undertake a review of a home educated student's teaching and learning programme and report back if required to do so by the Minister. ERO conducts these reviews according to their standard protocols.

ERO home education reviews originating from non-Ministry agencies and external organisations

232. Non-Ministry agencies and other authorised external organisations eg, Oranga Tamariki and a Family Court can also initiate an ERO review. In these cases it is critical that the National Office portfolio holder receives the final reports.

RELEASED UNDER THE OFFICIAL INFORMATION ACT

Appendix 1 - Parent information pack

This information pack should be sent to parents (including the application form and guidance) when they request an application. Its two primary purposes are to provide parents with key pre- and post- application and supervision allowance information and requirements.

Download A – Home education application form

<https://parents.education.govt.nz/assets/Parents/Documents/Primary-school/Home-education-application-form.pdf>

Download B - Home education application guidance

<https://parents.education.govt.nz/assets/Parents/Documents/Primary-school/Home-education-application-guidance.pdf>

Information letter to parents

Dear (insert name)

He mihi nui ki a koe,

Thank you for your request for information about home educating your child. I enclose an application form, should you decide to apply. **Please note that if your child has turned 6 and has not yet turned 16 years old, they must be enrolled in and attending a registered school while your home education application is being processed.**

This is in order to meet the requirements of Sections 20 and 25 of the Education Act 1989 which states that children between the ages of 6 and 16 must at all times be enrolled at and attending a registered school whenever it is open.

As part of the application process, the Ministry will contact the school your child attends.

Heoi anō

(Relevant manager, Director, staff member from the appropriate regional office)

Certificate of Exemption from Enrolment at a Registered School

On approval of your application, you will receive a Certificate of Exemption From Enrolment at a Registered School (Certificate of Exemption) and you may begin home educating your child. A separate Certificate of Exemption is issued for each of your children.

If your application is declined, you will receive a letter explaining the reason for the decision. You have the right to appeal this decision. To appeal you should write to the Secretary for Education, PO Box 1666, Wellington 6140. The Secretary's decision, after considering a report on the matter from the Education Review Office, is final.

Change of circumstances

You should contact your nearest Ministry office if circumstances change after a Certificate of Exemption has been issued eg, if you change your address, your child enrolls at school, or you go overseas. If your child does enrol at school your Certificate of Exemption will expire and will need to be returned to your nearest Ministry office with its associated letter.

Home schooling supervision allowance

The home schooling supervision allowance is paid in June and December each year and covers the preceding six months. The first payment for a child new to home education will cover the period since the date of the issue of the Certificate of Exemption.

The annual amounts paid are:

- First child \$743

- Second child \$632
- Third Child \$521
- Subsequent children \$372

Home Education Declaration to receive the supervision allowance

The Home Education Declaration will be sent to your home address.

Payment of the supervision allowance is subject to you completing and returning this twice a year.

Even if you do not wish to receive the supervision allowance, you must complete a declaration twice each year. This assures the Ministry that home education is continuing to be provided as part of the Certificate of Exemption issued to you.

If you do not return the declaration by the date specified, you will receive a reminder letter. If the Ministry has still not received the declaration by the date in the reminder letter, your child's Certificate of Exemption will be ceased until the Ministry has received the declaration. You will be responsible for managing the process if you are absent from your home address for any reason.

You will continue to receive a supervision allowance up until the end of the year in which your child turns 19 provided the Certificate of Exemption was issued before their 16th birthday and you submit a signed declaration form to the Ministry.

The Education Review Office (ERO)

ERO monitors home education on request from the Ministry of Education. The Ministry will inform you if you are the subject of an ERO review. Before visiting, an ERO staff member will contact you to provide information and arrange an appropriate time for a visit.

Please note that to assist ERO to perform its role, the Ministry will provide them with a copy of your application. You are not required to provide ERO with a separate copy. You may like to contact one of your local home education support groups for more information about how to prepare for an ERO review.

You will be given the opportunity to comment on the draft ERO report, but if the ERO report indicates concerns, the local Ministry office will ask you to show how you are addressing these. The Ministry may also request a follow up visit to give you an opportunity to demonstrate how you have implemented the required adjustments to your teaching programme.

If the report shows that you are not meeting the conditions under which the Certificate of Exemption was issued or you cannot satisfy the Ministry of Education regarding concerns raised in it, your Certificate of Exemption may be revoked.

Unlike school reviews, the ERO home education reviews are confidential and are not published on the ERO website.

Te Aho O Te Kura Pounamu - The Correspondence School (Te Kura)

Home educated students may enrol in courses from Te Kura. For students aged 6 to 15 (inclusive) you must supply a copy of your child's Certificate of Exemption together with their application to purchase tuition. Home educated students can enrol in as many courses as they choose in consultation with Te Kura (on a user pays basis) without losing their Certificate of Exemption and supervision allowance.

At the age of 16 your child can enrol free of charge at Te Kura via its Young Adult enrolment scheme. However, they can only take only two courses at any one time. Taking more than two courses means they have to pay for these as fee-paying students or enrol as a Young Adult in

which case you will lose your Certificate of Exemption and supervision allowance. Irrespective of age home educated students are entitled to the same support from Te Kura as other students.

If you wish to take Te Kura courses you will need to explain in your application to them that you will be using Te Kura to support your home education learning programme. However, you still remain responsible for your child's overall learning programme. Te Kura expects that you will communicate with its staff at least twice per week and ensure your child's work is submitted on time.

Learning support (special education) needs

If your child has learning support needs, then it is important that you can provide the same level of support that they would get at school. The Ministry cannot approve your home education application without first being satisfied that these supports are in place.

Some learning support including the Ongoing Resourcing Scheme (ORS) is available to you. There are also a range of resources available to you to support your child's learning needs and these can be accessed through the Ministry's home education webpage - <https://parents.education.govt.nz/secondary-school/secondary-schooling-in-nz/home-education>.

If your child has been verified through ORS, and has a current Certificate of Exemption at age 16, their exemption can continue until the end of the year in which they reach 21.

To qualify for ORS (and/or other learning support) as well as the supervision allowance for your child until they turn 21 you must contact your nearest Ministry regional office.

However, some learning support is not available to you including:

- Resource Teachers: Learning, Behaviour, and Literacy
- The Severe Behaviour Service
- The School High Health Needs Fund
- Direct teaching services related to children who are blind or low vision and/or deaf or hearing impaired
- Additional teacher and teacher's aide time as part of the Ongoing Resourcing Scheme (ORS)

Access to healthcare services

For access to free or subsidised healthcare services you should contact your local GP. For eyesight, hearing, and dental care you should contact your local DHB.

Advice and guidance

There are a number of independent home education groups around the country. They can give you information about learning activities, outings, and social events for home educators in your area/region. To find out more about these groups you can contact the National Council of Home Educators New Zealand (NCHENZ) at <https://www.nchenz.org.nz/>.

To find out more about the Christian Education New Zealand (CENZ) curricula and qualifications go to Home Schooling New Zealand (HSNZ) at <http://www.homeschoolingnz.org/curriculum---qualifications.html> or for Accelerated Christian Education (A.C.E.) curricula and qualifications go to Home Education New Zealand (HENZ) at <http://homeeducation.nz/ace-qualifications>.

Finally

Home education can be satisfying and rewarding. It is also a tremendous commitment for you as a parent. We recommend before making an application that you contact your nearest Ministry regional office.

Making an application

The Education Act 1989 says that the Secretary for Education must be satisfied that your child will be taught at least as regularly and well as in a registered school or in a special class, clinic, or service where your child has learning support needs. The information you provide with your application form (Download A above) should be detailed enough to satisfy this requirement.

If we need further information we will in the first instance telephone you or contact you by email (or in writing if this option is not available). If we cannot get the information required by phone or email we would then request a face-to-face visit at a venue, day, and time of your choice. It is important to understand that asking for additional information is common practice in assessing home education applications.

Please provide the information, which is outlined below, in support of your application. The information is needed to assist us in making an informed decision about whether or not to issue you with a Certificate of Exemption. The Ministry cannot issue a Certificate of Exemption unless it is totally satisfied that you are willing and able to be responsible for an appropriate programme of education for your child.

To help you in your application, you will find enclosed:

- Guidance on how to complete your application (Download B above).
- Further information to assist with successfully completing your application is provided below.

Philosophy/Overall approach

In this section you need to describe the home education philosophy you will adopt. Popular ones include: classical, Charlotte Mason, School-at-home, Unschooling, Montessori, and Waldorf. More information on these is provided below (refer to Appendix 2 or your own additional sources of information to assist parents with this section).

Broad Curriculum areas

In your own words describe your **knowledge and understanding** of the broad curriculum you intend to cover as you educate your child. Whatever curriculum you select, you should specify the skills you want your child to learn and you should be clear about matching your child's learning needs to your programme. As a guide your curriculum should at a minimum incorporate several learning areas, be age appropriate, and include strong literacy and numeracy components.

Many home educated students at the equivalent of Years 11 -13 may wish to take NCEA subjects. As well as being able to access these via Te Kura some schools will also assess home educated students for NCEA purposes. For further information on this and other options for undertaking and completing NCEA subjects go to the New Zealand Qualifications Authority (NZQA) website <http://www.nzqa.govt.nz/> and search under home schooling.

Learning support (special education) needs

Many students have learning support needs which range from learning difficulties, communication, emotional or behaviour difficulties, or intellectual, sensory or physical impairments.

The question to ask yourself is: If they were enrolled in a registered school, would your child be likely to need learning support, for example in a special class or clinic or by a special service? If yes, how do you plan to meet and review your child's learning support needs on a comparable basis to what is available at a registered school?

The relevant Ministry regional office can assist you with determining your child's learning support needs and requirements by undertaking an assessment report. The assessment report will also assist the Ministry in establishing your ability to teach "at least as regularly and as well as a special class, clinic, or service" or at a school with appropriate learning support in place.

Parents who are granted a Certificate of Exemption to home educate a child with learning support needs can seek advice and guidance from the Ministry's regional Learning Support teams. Some learning support may be available for home educated students such as the Ongoing Resourcing Scheme (ORS).

However, this support from the ORS does not extend to funding. If your child is verified as an ORS user, you will already have an assessment from Learning Support that you may attach to your application.

Note that this support must be provided for the duration of the Certificate of Exemption. Failure to provide adequate learning support for your child (even after the exemption certificate is issued) can lead to a revocation of it under Section 21(8) of the Education Act 1989 (the Act). This states that "if the Secretary thinks any person exempted under subsection (1) [of the Act] would be better off *"being taught in a special class or clinic or by a special service"*, the Secretary may revoke the certificate and issue a direction under section 9 of the Act.

Further learning support information is available from the Ministry's website www.education.govt.nz. For advice or referral you can also email the Ministry at special.education@education.govt.nz, or call the Special Education Information Line on 0800 622 222.

Resources and reference material

Please provide a comprehensive list of all **resources and reference material** available to you. Also list the type of material you may intend to use in the future. However, you do not need to list the titles of every publication. (For Ministry of Education resources that are available for parents to use refer to Appendix 3 below).

Delegated teaching responsibility

You can delegate parts of your teaching programme to other people or organisations including Te Kura (The Correspondence School). However, you must retain control over your child's overall curriculum/programme and are ultimately responsible for their education.

Educational goals for the next 12 months

This section requires not only the setting out of specific goals for the coming 12 months, but also how these will need to change as your child's education progresses. It is recommended that you set at least one goal per learning area. Goals need to be measurable but do not need to be overly specific.

Keeping records of your child's learning is critical to measuring their achievement and progress. Ideally these records would be in written or digital form and be kept regularly. You should use these records to identify strengths and areas for development so your educational plan(s) can be adjusted to ensure the best possible outcomes for your child.

Vision for your child's long-term educational achievement

Completion of this section will be determined by your child's age. Younger children will have a less specific vision than older ones. However, irrespective of your child's age this section is an opportunity for you to outline your aspirations for them which might include (but is not limited to):

achieving University Entrance, securing an apprenticeship, having the necessary skills to run a business, or the development of key personal attributes.

Topic plan

To help the Ministry understand how your curriculum vision translates into practical terms, you are asked to include a description of how you would approach the teaching of one topic of your choosing. This topic should be age appropriate and include the following elements:

- **The topic title and duration of work**
- **A plan or course of learning**
- **Resources** - the materials you would use to teach the topic
- **Methods to assess or otherwise determine what has been learned (including records)**
- **Goals**

All goals should be specific, measureable, appropriate, achievable and regularly assessed. The Ministry also wants to see evidence that you have the confidence and knowledge to deliver your topic plan and overall teaching programme in a planned and balanced way that is equivalent to a registered school.

Regularity

Section 21 of the Education Act 1989 requires demonstrating how you will meet the requirement that your child will be taught **at least as regularly** as in a registered school. Note the equivalent teaching days at school are 384 half-days per year for primary and intermediate schools and 380 half-days for secondary and composite schools.

There are two components to this requirement. The Ministry must be satisfied that you are going to teach frequently and for suitable durations. This requirement could be met through:

- An example timetable
- A written description of an average weeks' worth of teaching
- A calendar including dates and times of teaching
- A description of learning about a specific topic including how long you will spend teaching this to your child.

At a minimum your application should provide evidence of a commitment to certain routines appropriate to the maturity and ability of your child. Regularity should also extend to providing examples of when and for what duration different parts of your curriculum will be taught.

Advice and guidance

There are a number of independent home education groups located throughout New Zealand. These groups can provide you with information, resources, learning activities, outings, and social events. Joining a local home educators group is one way to receive support when home educating or considering home educating. Further information on these groups and home education can be obtained from the National Council of Home Educators New Zealand (NCHENZ) - <http://www.nchenz.org.nz/>.

For home educators interested in a Christian based home education curricula and resources further information can be obtained from Home Schooling New Zealand (HSNZ) <http://www.homeschoolingnz.org/> or Home Education New Zealand (HENZ) <http://homeeducation.nz/>.

Frequently asked questions

1. My child has learning support (special education) needs. If I home educate, what learning support resources am I entitled to?

Students who are home educated are entitled to many of the same learning support resources as school-based students.

If students are demonstrating significant difficulties they can access assessment screening and programmes through the Ministry of Education's Learning Support Group. This includes access to:

- Speech and language, physiotherapy, and occupational therapy assessments
- Support for moderate physical disabilities, and
- Advice and guidance from specialist advisors or psychologists.

To access these resources home educated students need to meet the same criteria as school-based students. For home educated students with high and complex needs please refer to question 2 below.

Application forms and referral information can be obtained through your nearest Ministry regional office.

2. I have a child who has learning support needs and is ORS verified. Can you please tell me what resources my child is entitled to receive now that they are being home educated?

Students who have been verified through the Ongoing Resourcing Scheme (ORS) are entitled to specialist support including access to Resource Teachers, Vision Impaired, and Itinerant Teachers of Deaf and Hearing Impaired. The delivery of these services is directed via an Individual Learning Plan.

However, students who are home educated are not entitled to funding or school-based services such as additional specialist teachers or teacher aide time.

3. My child is very unhappy at school and is being bullied. I am keeping them at home and considering a home education option, but I don't know how to access the Correspondence School (Te Kura). What are my options?

In the first instance you should talk to your child's teacher and principal about your concerns. If you feel these are not being adequately or appropriately addressed you should contact the Learning Support team at your nearest Ministry of Education regional office. The Ministry can also provide further information and advice on home education.

The education website also has comprehensive information on home education for parents - <https://parents.education.govt.nz/secondary-school/secondary-schooling-in-nz/home-education/>.

To enrol at the Correspondence School (Te Kura) you must meet the relevant terms and conditions - <http://www.tekura.school.nz/>. Note that home educated students aged 15 or under can purchase courses from Te Kura without losing their exemption certificate or supervision allowance. For those aged 16 or over they can enrol in two courses free of charge without losing their exemption certificate or allowance.

However, to take more than two courses home educated students aged 16 or over would have to pay for these as fee-paying students or enrol as a Young Adult in which case they would lose their exemption certificate and supervision allowance.

Children aged between 6 and 16 must be enrolled at school until such time as they receive their exemption certificate.

- 4. My child is getting further behind academically despite my requests for assistance from our local school. I am thinking about applying to home educate so that I can address their learning needs. What support will I get so that I can help my child?**

In the first instance you should contact your nearest Ministry of Education regional office to discuss what support and assistance is available as well as discussing your home education application and options prior to submitting it.

- 5. My family has just arrived in New Zealand and we are applying for residency. We would like to home educate in New Zealand, but we are unsure if we need to apply for an exemption to do this?**

In this situation you will first need to determine if your child has 'domestic student' status. If they do and are between the ages of 6 and 16, then they must attend a registered school unless they have a home education exemption certificate.

If your children do not have domestic student status then they are classified as foreign students. They do not require a home education exemption because they are not legally obliged to enrol at or attend a registered school.

To determine if your children are domestic or foreign students please refer to the following education circular - <https://education.govt.nz/ministry-of-education/publications/education-circulars/2017-circulars/circular-201701/>.

- 6. I have recently adopted a child from another country. I would like to home educate them so I can cater for their individual needs. As the adoption process takes a long time before it is legalised, can you tell me if I need to apply for a home education exemption?**

Yes, if the adoption application before the New Zealand Family Court (where the Final Order will entitle that child to education as a domestic student) is supported by Oranga Tamariki and there is a letter from them confirming that support. A child also requires a home education exemption if they are the subject of an Interim Order of Adoption granted by the New Zealand Family Court under the Adoption Act (where the Final Order will entitle that child to education as a domestic student).

- 7. I am unsure about the difference between home education and the Correspondence School (Te Kura)?**

Te Kura is a registered school which delivers its courses remotely (via paper-based or electronic means) and on a national basis. In contrast, home education is an exemption from enrolling at or attending a registered school. Students who are home educated can purchase Te Kura courses, but this must be noted in their application and a copy of their exemption certificate provided.

Refer to Question Three above for further details on how many Te Kura courses home educated students can enrol in without losing their exemption certificate or supervision allowance.

Note that parents remain responsible for the home education teaching programme even where courses are purchased from Te Kura.

- 8. If I enrol my child in a school do I need to reapply for my certificate of exemption?**

Generally if the enrolment is for 10 weeks or less you would not need to reapply. However, you would need to note this on your declaration as it may change your supervision allowance payments. If the enrolment is for more than 10 weeks you would generally have to reapply for your exemption certificate. However, each of these situations is determined on a case by case basis by the relevant Ministry regional office with the critical consideration being whether there has been a material change in your circumstances that would warrant a new application.

9. If I enrol my child in a school when they are five but remove them before age six to home educate what are the procedures for this?

If you remove your child from school before their sixth birthday you simply need to inform the school of your intentions. A home education exemption is required by the time your child turns six. You should apply about eight weeks (and no later than four weeks) prior to allow sufficient time for your application to be processed before they turn six.

You can apply earlier but the home education exemption certificate has no legal effect until your child turns six. For further details on applying you should in the first instance visit <https://parents.education.govt.nz/secondary-school/secondary-schooling-in-nz/home-education/> and discuss with your nearest Ministry of Education regional office.

Regional offices and lead contacts

Regional Office	Phone Number	Lead contact(s) for region
Tai Tokerau (Northland)	(09) 436 8900	Tony Morgan/Cleve Boor
Auckland	(09) 632 9400	Julie Spedding
Hamilton	(07) 950 8880	Candida Hamana
Bay of Plenty-Rotorua-Taupo	(07) 349 7399	Pat Workman
Hawke's Bay-Gisborne	(06) 833 6730	Doug Putaranui and Walton Walker
Taranaki-Whanganui-Manawatu	(06) 349 6300	Charles Quirk
Wellington	(04) 463 8699	Gail Vinnell
Nelson-Marlborough-West Coast	(03) 546 3470	Alison Locke
Canterbury	(03) 378 7300	Lynne Topham
Otago-Southland	(03) 471 5200	Karyn Fielding

Appendix 2 – Home education processing checklist for Ministry regional office staff

HS Family #

Application Received

Process Commenced

Surname

First Name/s

Date of birth

Age

NSN

Gender

Application form attached

Previous sibling/s home educated Yes/No/N/A

Birth certificate attached

Guardianship verified Yes/No/N/A

ERO reports attached Yes/No/N/A

Visa attached Yes/No/N/A

School*

School phone*

School Email*

School Fax*

School Comment:*

Date:

Agencies:*

MOE Comment:*

* where applicable

Staff checklist and comments

Learning Support (Special Education) needs and requirements must be addressed so that s21 requirements are met ie, that the student will be taught at least as regularly and as well as in a special class or clinic or by a special service.

Section Two ("as well as")

A) Broad curriculum areas/programmes/teaching methods and learning activities

Learning areas:

- English
- Mathematics and Statistics
- The Arts
- Science
- Social Sciences
- Technology
- Health/Physical Education
- Learning Languages
- Other

Curriculum supplied by (if purchased/obtained from an external provider or organisation):

Is the content sufficient?

Topic Plan (contains the following)

- Aims
- Resources
- Methods
- Progress and Achievement

B) Resources (are or will be)

- Age appropriate
- A diverse range
- Enable or support the delivery of the stated curriculum so that it meets s21 requirements (ie, that the student will be taught at least as regularly and as well as in a registered school or in the case of a student with learning support needs and requirements in a special class or clinic or by a special service).

C) Education goals for first year

- Are literacy/numeracy/other subjects covered in a manner sufficient to meet s21 requirements?
- Assessment (are there assessment elements incorporated in these goals?)
- Are the goals appropriate for age and development level?

D) Education goals for long term home education

- Appropriate goals have been set
- Consideration has been given to how these goals will be achieved

E) Detailed special project or topic plan

- Appropriate for age and development
- Has a progress and achievement component

Section Three ("as regularly as")

A) Teaching requirements

- Example of timetable or equivalent provided
- Optional notes

Section Four (other information added to support application)

- Optional notes

General

- I have phoned and/or emailed the parents/legal guardians in relation to this application (only if necessary)
- I have made face-to-face contact (if the above was unsuccessful)
- Any relevant comments or information from schools and/or any other relevant agencies has been considered (only if necessary)

Ministry Advisor/Senior Advisor or equivalent:

I am satisfied this child will be taught as well as they would be in a registered school (or special class or clinic or by a special service if they have learning support needs and requirements)

Yes No

I am satisfied this child will be taught as regularly as they would be in a registered school

Yes No

I recommend this application is approved or I recommend this application is declined

Signature _____ Date _____

* If the assessing advisor has recommended that this application be declined, then the decision must be peer reviewed and the peer reviewer MUST be from another regional office.

Peer Reviewer* Ministry Advisor/Senior Advisor or equivalent (generally only necessary where an application is being declined):

I recommend this application is approved or I recommend this application is declined

Signature _____ Date _____

Manager:

I recommend this application is approved or I recommend this application is declined

Signature _____ Date _____

Certificate of Exemption effective from (if the application is approved) ____/____/____

Data entry process checklist

- When the application is received check that there are no existing family records and ensure the status on the RAD is set to "pending".
- Update the home education status on Home Education RAD (when approved or declined or where the application has been lapsed or withdrawn)
- Print off letter of approval/decline and certificate (if approved) for parents/legal guardians
- Send this letter of approval/decline to school principal and/or other relevant external agencies (as and when necessary and appropriate)
- Enter on the ENROL database as Home Schooling (if approved) within 5 working days after approval or when the child turns 6 (whichever is the later)
- File the paper application and associated documentation. NB also ensure the paper or electronic versions of the application and associated documentation are stored in a suitable online repository, eg, File Net.
- Generate a NEN referral if the application is declined and the child is not enrolled at school.

Appendix 3 – Letters/email message to parents and schools

Letter 1 (to parents requesting additional information)

Thank you for your home education application for (insert name/s of child/children). I have begun processing your application, but there are some areas where I need more specific detail before I can proceed further. These areas and additional information requirements are: (remove those that are not applicable and add in your own questions as necessary):

Philosophy/approach

Please demonstrate (through relevant examples and evidence) how your philosophy/approach will meet the requirement to teach your child as regularly and as well as at a registered school.

Learning support (special education) needs

How do you plan to meet and review (insert name/s of child/children) learning support needs?

Curriculum and learning areas

Please provide more information, in your own words, about your knowledge and understanding of the curriculum and learning areas you intend to cover as you educate (insert name/s of child/children). Please provide an overview of your curriculum plan for the following year as well.

Delegated teaching responsibility

Please clarify how you will retain overall responsibility and control for (insert name/s of child/children) education programme when you are delegating major parts of this to Te Kura (The Correspondence School) (and/or other applicable organisations and providers).

Educational goals for the next 12 months

Please outline your educational goals for the next 12 months and how you will know if you have met them?

Progress and achievement

In your own words please provide more details about how you are going to assess (insert name/s of child/children) progress and therefore your teaching and learning programme. All aims should be specific, measurable, appropriate, achievable and regularly assessed.

Long-term vision for the child's educational achievement

In your own words please provide more details about the long-term aspirations for (insert name/s of child/children). You do not need to be too specific but you may want to outline long-term objectives such as achieving University Entrance, securing an apprenticeship, having the skills to run a successful business, and developing key personal attributes.

Resources and reference material

Please provide details of the resources and reference materials you plan to use in (insert name/s of child/children) education programme. These resources should enable or support the effective delivery of this programme so that it meets the requirements of teaching as well as in a registered school.

Topic plan

Please provide the following:

- The topic title
- The learning goals - what would you want your child to know how to do, as a result of your teaching of this topic
- Resources - what materials will you use to teach the topic

- Methods - what steps will you take to communicate/teach the material to your child

Regularity

Section 21 of the Education Act 1989 requires a commitment to the regularity of the teaching and learning programme. In explaining your teaching and learning programme can you please demonstrate how you will meet the requirement that (insert name/s of child/children) will be taught at least as regularly as in a registered school.

This might include an example timetable, description of a typical week's teaching and learning, a calendar including dates and times of teaching or outlining how long you will spend teaching (insert name/s of child/children) on the topic plan you provided as part of your application.

Letter 2 (to a school principal requesting information on home education applicants)

This letter (and the others below) will contain suggested text for particular scenarios or to support specific processes. Note that letters or emails 2-4 (inclusive below) are also available through the RAD which should be used in the first instance.

Dear Principal (insert name if known)

He mihi nui ki a koe,

The parents of (insert name/s of child/children) have applied to the Ministry of Education for approval to home educate (him/her/them) and seek exemption from the requirement to send (him/her/them) to a registered school.

The Education Act 1989 states that children being home educated must be "taught as regularly and as well" as they would be at a registered school. With this requirement in mind I invite your comment on the suitability of home education as an option for (insert name/s of child/children).

If there is any information or concern relevant to the processing of this application I would be grateful to hear from you within 5 working days of the date of this letter (or email whichever is appropriate). Please note that a copy of the information you provide can be requested and obtained by the parents.

Letter 3 (to parents advising certificate has been granted)

I wish to inform you that your application for a certificate of exemption from enrolment at a registered school for (insert name of child) has been successful. The certificate is enclosed. (For children who are five years old only add the following text: Please note that this certificate does not come into force until (insert name of child) sixth birthday).

If (insert name of child) is currently at school, the Ministry will notify the school that a certificate of exemption has been granted for (him/her) and that they should be removed from the school's roll. If you wish, you may request a copy of (insert name of child) school records.

Please note the information on the certificate of exemption about what you need to do if you change your address or enrol (insert name of child) in a school. The certificate of exemption applies only while you and (insert name of child) are residing in New Zealand, but you will not lose it if you go overseas and decide to resume home education on your return.

Home education programmes are monitored from time to time on request from the Ministry by the Education Review Office (ERO). The Ministry will advise you if this occurs. Before visiting you, an ERO staff member will contact you separately to provide information about the visit and arrange a suitable time. To assist ERO to perform its role, the Ministry provides them with a copy of your original home education application.

As a home education exemption certificate holder you are now eligible to receive curriculum documents free of charge from the Ministry by contacting our customer services team by phone

(0800 660 662) or post PO Box 932 Dunedin 9054. Alternatively you can access these from our education website (www.govt.nz).

You are also eligible for other Ministry educational resources from our teaching and learning catalogue and these can be obtained from the same 0800 number or by email at orders@thechair.education.govt.nz. To obtain these resources and/or the curriculum documents from the Ministry direct please make sure you send a copy of your certificate of exemption with your request.

Letter 4 (to parents advising application has been declined)

After carefully considering your application to home educate (insert name/s of child/children), I regret to advise you that this has been declined.

I acknowledge the effort you put into your application as well as your intention to provide an education "at least as regularly and as well as in a registered school" for (insert name/s of child/children).

However, after thoroughly reviewing all the available information, I am not satisfied that you are able to ensure that: (delete bullet points that are not appropriate and provide supporting evidence or examples where possible):

- An adequate volume of education will be provided which is generally comparable to that provided at a registered school
- The education will be provided regularly over the year/s
- You have adequately planned the curriculum coverage for the first year of your home education programme
- You have knowledge and understanding of your intended curriculum
- Learning resources appropriate to your child/children's age and education needs will be used
- Assessment and evaluation of progress will be undertaken and recorded
- You have the ability to deliver education in the manner stated on the application
- Your child/children's learning support (special education) needs will be met as well as in a special class, or clinic or by a special service.

A letter will be sent to the Principal of (insert name/s of child/children) school notifying them of this decision.

You now have two options available to you. You can appeal the decision or you can enrol (insert name/s of child/children) in school (add when they turn six for children who are five years old).

Should you choose to appeal against this decision, you must write to the Group Manager, Service Delivery, Learning Support at PO Box 1666, Wellington 6140. The Group Manager is the Secretary of Education's delegate in this matter. After they have reviewed the application, they will confirm the refusal or grant a certificate.

If you do appeal, note that (insert name/s of child/children) still need to be enrolled at and attending, a registered school with immediate effect while the appeal process is underway, in compliance with Section 20 of the Education Act 1989.

The remaining letters below are not available via the RAD so these should be used at least as a guide to inform your conversations with parents on complaints, ERO referrals, their

responsibilities following revocation of their certificate, and requirements for teaching in large groups.

Letter 5 (to parents advising of complaint)

I have received information which suggests that although you are following a programme of home education you may not be teaching your child (or children if applicable) "at least as regularly and as well as in a registered school". This was the basis of the granting of the certificate of exemption which you hold in respect of (insert name of child or children if applicable).

Insert complaint details here.

I do not intend forming an opinion on this matter until you have had a chance to comment. I would appreciate it if you would contact me as soon as possible with your response. While we have details of your original and intended home education programme you may wish to provide more recent details of your teaching programme for (insert name(s)).

After considering all information I will let you know what action (if any) I may decide to take. This could include asking the Education Review Office to undertake a review of your home education programme.

I look forward to hearing from you at your earliest convenience.

Letter 6 (to parents advising no further action will be taken in regards to complaint)

Thank you for your response of (date) to my letter/email of (date) concerning your home education programme.

The information which you have provided enables me to remain satisfied that your child/children are being taught "at least as regularly and as well as in a registered school" as required by Section 21 of the Education Act 1989. I shall therefore not be taking any further action on the concerns raised in my earlier letter/email.

Thank you for your prompt attention to this matter.

Letter 7 (to parents advising of decision to undertake an ERO review non complaint)

Thank you for your letter of (date) in reply to my letter/email of (date) which as requested contains additional information regarding your home education programme.

However, I still have some concerns regarding this and have therefore asked the Education Review Office (ERO) to conduct a review of your home education programme. One of ERO's staff members will be contacting you to make arrangements for the review.

Please provide all the necessary information so that the reviewer can make an appropriate evaluation of your home education programme. On completion of the review you will have the chance to respond to the associated report.

If ERO finds that you are not teaching (insert name of child or children if applicable) as regularly and as well as in a registered school and taking into account your response I will consider all the available information and decide whether or not initiate the process for revoking their certificate of exemption.

Please do not hesitate to contact me if you require any further information.

Letter 8 (to parents advising of decision to undertake an ERO review based on a complaint. NB this should only be sent once the National Office portfolio holder has confirmed they have requested an ERO review)

I have received information which suggests that although you are following a home education programme, you may not be teaching your child "at least as regularly and as well as at a

registered school". This was the basis of the granting of the certificate of exemption which you hold in respect of (insert full names of child/children).

Insert complaint details.

Due to the concerning nature of this complaint we have asked the Education Review Office (ERO) to conduct a review of your home education programme. A staff member from ERO will be contacting you to make arrangements for the review. You will have an opportunity to comment on the draft report of this review before it is finalised and returned to me.

Please provide all the information necessary to enable the reviewer to make a proper evaluation of your home education programme.

After receiving the final report I will consider all the information and decide whether or not to initiate the process for revoking your certificate of exemption for (insert name of child or children if applicable).

Please contact me if you require any further information.

Letter 9 (to parents advising of the consequences of not permitting an ERO review)

On (date) I wrote to you advising that the Education Review Office (ERO) would be contacting you to arrange for a review of your home education programme.

ERO have advised me that they are unable to verify that you are teaching your child/children at least as regularly and as well as at a registered school because you were unwilling to allow them to review your home education programme.

For your information, I have attached a copy of the report that the Ministry has received from ERO concerning their contact with you on this matter. I invite you to comment on this report.

However, my main purpose in writing to you is to urge you to contact ERO without delay to arrange for your home education programme for (insert name of child or children if applicable) to be reviewed. Please contact (insert name and contact details for the relevant ERO staff member) to set up a meeting.

This meeting will enable ERO to evaluate your home education programme for (insert name of child or children if applicable) and report to the Ministry on it. I would appreciate it if you would make such an arrangement within the next fourteen (14) days and inform me that you have done so.

If you remain unwilling to allow your home education programme to be reviewed, the Ministry cannot be "satisfied" (as it is required by Section 21 of the Education Act 1989) that you are teaching (insert name/s of child/children) "at least as regularly and as well as in a registered school". I would then have little option but to exercise the authority delegated to me by the Secretary of Education to revoke (insert name/s of child/children) certificate of exemption.

Please note that if the exemption certificate for (insert name of child or children if applicable) is revoked you will need to enrol them at a registered school as per Section 20 of the Education Act 1989.

Letter 10 (to parents advising no further action from an ERO review)

I have received a report from the Education Review Office which enables me to remain satisfied that (insert name/ of child/children) is being taught "at least as regularly and as well as in a registered school" as required by Section 21 of the Education Act 1989.

I shall therefore not be taking any further action on the matter that I raised in my letter to you of (insert date and/or any relevant details). Thank you for your cooperation in this matter. I wish you well as you continue to home educate (insert name/s of child/children).

Letter 11 (to parents advising of decision to revoke their certificate)

I have considered a report from the Education Review Office (ERO) concerning your home education programme for (insert name/s of child/children). I have also considered your response to that report (**explain why their response was unsatisfactory**).

Based on the ERO report and your response I wish to advise you that pursuant to section 21(6) of the Education Act 1989 and under authority delegated to me by the Secretary for Education, I am revoking the certificate of exemption issued to you in respect of (insert name/s of child/children), with effect immediately.

Under Section 20 of the Education Act 1989 children must be enrolled at and attending a registered school between the ages of six and sixteen. You should therefore ensure that (insert name/s of child/children) is enrolled at a registered school within fourteen (14) days of the date of this letter. Failure to enrol (insert name/s of child/children) within this time frame will result in a referral to the Attendance Service.

When you have completed enrolment procedures, please inform me of the details. The Ministry will activate a final pro rata payment of the home schooling supervision allowance at the next appropriate payment period.

Letter 12 (reminder to parents who have not enrolled their child/children at school following revocation of their certificate)

On (date) I wrote a letter to you (copy attached) revoking the certificate of exemption which enabled you to home educate (insert name/s of child/children). In this letter I asked you to notify me of the school where (insert name/s of child/children) is/are enrolled.

You should be aware that, under Section 24 of the Education Act 1989, it is an offence not to enrol your child/children if they are aged between the ages of six and sixteen years. Failure or refusal to do so can result in you being convicted and fined.

We have now referred (insert name/s of child/children) to the Attendance Service for follow up action. However, if (insert name/s of child/children) is enrolled at school please let me know as soon as possible. If you are having difficulties enrolling (insert name/s of child/children), please contact your nearest regional Ministry of Education office to assist you.

I look forward to hearing that you have attended to this matter within the next ten (10) working days.

Letter 13 (advice to parents on large groups and how to apply for registered school status)

Dear (insert name) I have being informed that (insert child's name) may be attending an unregistered school. The evidence available to me (**insert appropriate details here**) suggests to me that you are providing structured and frequent educational assistance to a number of children whose parents hold certificates of exemption issued under Section 21 of the Education Act 1989 (the Act).

The nature of the assistance you are providing (give details) would seem to indicate that you are operating as a private school. As such I require you to apply for registration under Section 35B of the Act.

Registration as a school means you must meet the legislative requirements of Section 35 of the Act. At minimum you will have to provide suitable equipment, staff, premises, curriculum, and tuition to a standard no lower than that of a state school.

I have enclosed the application for provisional registration. By (insert date), I require you to complete this application and return it to me **or** to cease your current operations and inform me in writing that you have done so.

If you fail to comply I will have to consider prosecution under Section 35R of the Education Act 1989 for operation of an unregistered private school.

Letter 14 (advice to parents teaching small groups)

Dear (insert name) in response to your query of (insert date) regarding what constitutes an unregistered school, Section 21 of the Education Act 1989 (the Act) does not contain any requirement for children to be taught in their own home. Therefore the Ministry has no problem with your being employed to teach someone else's children.

However, you should be aware that parents must retain responsibility for teaching their children at least as regularly and as well as at a registered school. Failure to do so can result in their certificates of exemption being revoked.

I also need to remind you that you may be in breach of Section 35A of the Act if you continue to provide structured and frequent education to a group of children from several families. In the past, when the Ministry has become aware of groups that may be operating in breach of section 35A it has taken action to ensure that the operation is ceased or a suitable application is made to become a registered school.

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Appendix 4 - Home education philosophies and approaches

This section summarises the major home education philosophies and approaches based on the ones listed in the application guidance and the NCHENZ website. This does not preclude parents adopting others. Where other home education philosophies are adopted staff should undertake independent research to obtain more knowledge on them and more importantly be satisfied it will allow the parents to meet s21 requirements.

Charlotte Mason

This Christian-based approach is widely used by home educators. Its main philosophy is that children learn best from 'live' books that are engaging and written by authors with a 'passion' for the topic, not text books that tend to be largely fact-based. Instead of learning through lectures, children are required to narrate back what they have learned from being read to, or through reading or observation. Children engaging with the outdoors is encouraged.

Formal lessons do not commence until the child turns six with written narration occurring between the ages of 10-12. There are no formal texts or assessments. Instead there is an emphasis on short, focused lessons. The main subjects covered are: literature, art, music, poetry, bible-study, and history (through a chronological approach using historic fiction).

Classical

Classical education is based on a medieval 'trivium' of grammar, logic, and rhetoric. Grammar from Years 1-6 focuses on memorisation and general 'gathering' of knowledge in each subject. The Logic Stage (Years 7-8) focuses on a developing a child's abilities to understand the abstract, identify cause and effect, and use formal logic, analysis, and criticism. The Rhetoric Stage (Years 9-12) is when students concentrate on using their knowledge and reason to express their thoughts in clear, eloquent writing and speech. It has its own dedicated list of resources including history and science which use non-formal books and text.

Montessori

The focus of the Montessori approach is on independence, freedom within limits, and respect for a child's natural psychological development. The Montessori approach involves teaching based around a child's natural interest and activities rather than formal methods. This approach also stresses the importance of a child being free to investigate and make choices about the things they want to do. In large families Montessori can be beneficial with its emphasis on cooperative learning where older children teach younger ones, and younger ones learn by example.

School at home

Home educators provide a fixed curriculum and timetable to mimic an actual school. The curriculum is generally a formal one that is either the official NZ Curriculum or is based on it. However, the curriculum can also be derived using text books and online resources, for example the Down the Back of the Chair ones outlined in Appendix 5 below. This alignment with school can also extend to assessments and associated records and a dedicated room and school type furniture for lessons.

A common example of a school at home approach is the Christian Education New Zealand (CENZ) curriculum and qualifications via Home Schooling New Zealand or the Accelerated Christian Education or the A.C.E. curriculum and qualifications via Home Education New Zealand.

Unschooling

This is the opposite approach to the school at home one. While many of its advocates prefer alternative terms such as natural, child-led, or free-range learning at its core is a belief that

learning occurs at all times in all contexts through 'teachable moments'. It is an unstructured but integrated approach that like Montessori is based on the child's interests and passions.

Parents act as facilitators and do not try and direct their child's learning pathway. However, parents can and do assist the child's exploration through the provision of resources, opportunities, and liaising with experts. But they do not determine the 'depth' that the child goes to in their chosen subject of interest.

Unit studies

This approach involves integrating literacy, numeracy, science, arts, the humanities, and other learning areas using a particular subject(s) linked to the child's interests. For example, if a child was interested in butterflies they might read and write a story about them (literacy), investigate patterns and symmetry or do a 'head count' (numeracy), examine the butterfly's life cycle (science), and do butterfly inspired art and craft (art).

Waldorf

This approach is based on the work of Rudolf Steiner, an Austrian philosopher and teacher. The Waldorf approach is holistic and stresses the importance of a child's body, mind, and spirit in their learning. Formal instruction is delayed until the child turns seven. Priority is given to developing subject matter that is truly relevant to the child's 'inner life'. The Waldorf approach emphasises arts and crafts, music and movement, natural science, spirituality, and group social skills. Children routinely record their experiences, thoughts, and conclusions, including daily drawing and painting.

Eclectic

This approach adopts various components of the above and other philosophies and sources. This approach gives home educators the flexibility to adapt their teaching and learning programme to fit in with the family's goals, commitments, and lifestyle. This approach could, for example, consist of using unit studies supplemented by a formal curriculum for maths, attending set activities at specific times during the week, and having afternoons devoted to child-led learning opportunities.

Appendix 5 – Ministry resources for home educators

Home educators can generally access the Ministry's Down the Back of the Chair resources free of charge. However, some resources and subject areas have different entitlement criteria and may charge fees or restrict access.

Resources can and should be accessed on an 'as needs' basis to avoid mass ordering. Home educators need to register to qualify for these resources by phone on 0800 660 662 or through the dedicated email address at orders@thechair.minedu.govt.nz.

Once the home educator is registered their log-in will have their resource entitlements pre-loaded. Online support groups are available in key subject areas like science, literacy, and mathematics.

Some commonly accessed URLs for Down the Back of the Chair resources include:

<http://instructionalseries.tki.org.nz>

<http://literacyonline.tki.org.nz/Literacy-Online/Community/Mailing-lists/Primary-Literacy>,
<http://literacyonline.tki.org.nz/Literacy-Online/Community/Mailing-lists/Secondary-Literacy>

<http://artsonline.tki.org.nz/Communities>

<http://technology.tki.org.nz/Resources/Technology-Online-newsletters>

For home educators preferring a more structured approach the NZ Curriculum can be accessed online at <http://nzcurriculum.tki.org.nz/>. A hard copy of the NZ Curriculum can also be ordered (free of charge) from the Ministry's Customer Services at PO Box 932, Dunedin 9052 or by phone on 0800 660 662.

Alternatively Te Marautanga o Aotearoa describes the essential knowledge, skills, values and attitudes appropriate to Māori-medium schools. This is available from <http://tmoa.tki.org.nz>.

Home educators can also access a range of learning support (special education) resources as follows:

- Inclusive Education website - <http://inclusive.tki.org.nz/resources-and-downloads/>
- Communication development booklet - <http://seonline.tki.org.nz/Educator-tools/Much-More-than-Words>
- Dyslexia - <http://literacyonline.tki.org.nz/Literacy-Online/Learning-about-my-students-needs/Knowledge-of-the-learner/Literacy-and-students-with-special-education-needs>

Booklets are also available on:

- ADHD (<http://www.inclusive.tki.org.nz/assets/inclusive-education/MOE-publications/MOESE0040-ADHD-booklet.pdf>)
- Physical disabilities (<http://www.inclusive.tki.org.nz/assets/inclusive-education/MOE-publications/MOESE0042Physicaldisabilities-booklet.pdf>)
- Developmental Dyspraxia (<http://www.inclusive.tki.org.nz/assets/inclusive-education/MOE-publications/MOESE0043DevelopmentalDyspraxia-booklet.pdf>)
- Speech, language, and communication needs (<http://www.inclusive.tki.org.nz/assets/inclusive-education/MOE-publications/MOESE0044SpeechLanguageandCommunicationNeeds-booklet.pdf>)

- Down Syndrome (<http://www.inclusive.tki.org.nz/assets/inclusive-education/MOE-publications/MOESE0045DownSyndrome-booklet.pdf>), and
- Students who are blind or have low vision (<http://www.inclusive.tki.org.nz/assets/inclusive-education/MOE-publications/MOESE0046-StudentswhoareBlindorhaveLowVision-booklet.pdf>)

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