

The Home Educators Network

EDITORS
FOR THIS ISSUE:
COLLEEN KALUZA
MARGARET EVANS



TERM DATES: MONDAY 20 JULY—FRIDAY 25 SEPTEMBER

INSIDE THIS ISSUE:

Position Available Sign Language	1
Lego Fest Family Day	2
Exemption Flowchart Swimsafe	3
Dyslexia Evening Feedback	4
Dyslexie Font	5
International Home Educating	6
Choir, Sports, Art and Choral	7
From Apologia To University	8 9
THEN Mini Conference	10
Contact List THEN Resources	11
APPENDIX Dyslexia Links	12 13

Exciting Position Available!

The job you've all been wanting has now come available!!!

THEN will need a new treasurer in 2016, and we are offering you training so that you can fly into the new role.

So if you want to be the new THEN treasurer, and you think you have what it takes (see below competencies), then make yourself known now to take advantage of some advance training.

To have a full job description emailed to you, or to apply, please contact the current treasurer, **Leanne Nobilo**, thenmail@gmail.com or phone 07 853 3249 to discuss.

General Requirements

- General understanding of accounting principles
- Skill with Excel, or willingness to learn
- Familiarity with Gmail, or willingness to learn
- Free from bankruptcy
- Free of convictions for fraud etc (just thought I'd better say..)
- Ability to attend majority of admin meetings and the AGM
- Access to a computer with Word and Excel on them, and a printer (preferably)
- Familiarity with online banking, or willingness to learn
- **Ability to communicate with other team members and THEN members in a friendly, timely manner**

SIGN LANGUAGE AT CENTRAL LIBRARY

Thanks to Jo Mannering, a bunch of us home educators have been taking our children to Central Library to learn Sign Language - New Zealand's 3rd official language! Jean Masters is our tutor and has been great with showing us different signs—new and old.

Here is feedback from Peter Wilkinson:

Every Thursday morning we do sign language at the Hamilton Public Library. It is a small group and some of the people are hearing impaired. We started off learning the alphabet, and we can now name animals, food colours and countries.

I find sign language useful to help talk with my brother who is partially deaf. It is also neat to be able to talk in secret, or across a room when you don't want to shout.

These classes are free, and presented on the 2nd floor in the "stack" section of the library on Thursday mornings from 11am to noon.



Photo by Colleen Kaluza

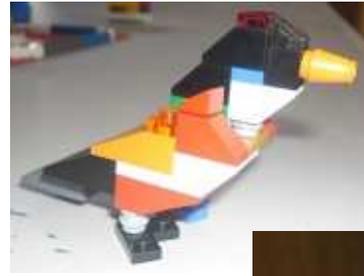
Lego Fest

Here are a few entries for the "Bird Challenge", An eagle, a robin and nesting bird (with complete 360 degree visibility). Looking forward to more entries into **Term 3 which is the canine family.**

As far as the presentation section for the day goes, we have had a revamp and reduced the length of time a single person is in the spotlight by limiting to one presentation item only. Any other creations are welcome for display but are not part of the 'talking section'. This term there was a fantastic chance for the participants to actually play, inspect, combine their works with others. We look forward with great enthusiasm to Term 3. Just to note, certificates have been designed for the year and all attendees receive one as recognition of their efforts. P.S. I have Term 2's in my hot little hands as they weren't available on the day.

Remember: LegoFest: week six.

Monday 24th August from 10.30am – 12pm. THEME: Canine Family



Family Day

I like play group on a Tuesday because the sand pit is so much fun! I met my friend, Liam, there and we have a good time climbing trees. The people there are funny. We build forts and make sand holes and mine iron ore. I wish we could have play group during the holidays too! Cole (9)

Zac Age 12:

"We've had some pretty heavy industry happening; constructing roads, quarry's, mines and some contractors working hard with designs. Pretty fun really"

Come join us at: Paterson Street Playcentre Hamilton.

1pm-4pm Every Tuesday during term.

Cost: Free for first visit,

THEN members \$20 per term,

NON-THEN members: \$2 per child irrespective of age; max \$5/family

Contact Christine: 027 433 4462





I found this flowchart and thought it was a simple easy procedure to help our local MoE decide whether or not to grant exemption to Homeschool.

What are your thoughts?

Should I submit this idea to our Ministry of Education? ;)

Swimsafe—What others have said

SWIMS SAFE – IS FULLY BOOKED FOR 2015!!!!

This is a popular event that THEN has organized for its members, and runs for one week each term. At \$30 for 5 sessions per week per child, this is a bargain. Each session is 40 minutes, and the teachers are great with the kids. It's a great way to get to know other mums and kids too!

Make sure you're in early when next year's dates come up!

Rayleen Storer wrote:

Jordyn loved going to Swim Safe, and it was definitely a great social experience for me too.

Made friends with some lovely home-schooling mums and will be there with my hand up as soon as there's space again. Highly recommend it!

Swimsafe Dates for the rest of the year as follows:

**Term 3 =
31 Aug—4 Sept
Term 4 =
9 –13 November**

Dyslexia Evening Feedback

We had 12 respond to say they were coming. Three of those twelve turned up. There were two surprise attendees... all up there were five people who came seeking information and help. I had hoped to glean insight from others and ended up sharing what I have learned! ~Lori

I realise now how difficult schoolwork is for him, and I am a lot more sympathetic.

From Annemarie

My name is Annamarie Hulley, and I am home schooling two boys and a little pre-schooler (girl) of 4 years.

I heard about the Dyslexia evening through a THEN email, and was immediately interested, as my oldest boy (now 10) has been having difficulty with reading and writing, from the beginning of his schooling.

I went to the evening, really not knowing much on the subject of dyslexia. (My youngest boy is autistic and I have spent most of my free time, reading up on his areas of difficulty.) Concern about my oldest boy's schooling has been on the back burner. However, progress with his school work, has been getting slower and slower. The home environment has been affected by a boy who does all he can to avoid school work. I needed to find out more about dyslexia.

The first thing I became aware of was that I was not alone. Everyone shared openly about children with such similar difficulties. Heaps of resources and websites were quoted. I could have felt overwhelmed by it, but Lori helped, in that she recommended books to start with.

I am on my second book, and have to say that knowledge really does help. It gives hope and ideas to try, that are already proving helpful.

I have to say too, that my attitude has changed towards my boy. I realise now how difficult schoolwork is for him, and I am a lot more sympathetic.

The evening was a great knowledge starting point for me. I am grateful to Lori and her family for making me feel so welcome and willingly sharing what she has been through and learnt. I hope that such evenings do continue, as I am sure there are other Mums and Dads out there with similar children.

With thanks

Annamarie

Links for books and articles on dyslexia are in the appendix at the back of this newsletter.

Dyslexie... a new font!

Dyslexia is a learning difference that can set children and adults apart from the “norm”.

It's a different way of seeing the world, of thinking, and unfortunately often causes a difficulty in learning to read, write and do math, despite normal intelligence.

So recently, I was doing a little research and discovered Christian Boer, who designed a font specifi-

cally to make reading easier for Dyslexics. Apparently, it has been quite a hit with the dyslexic community.

I have written this section in the font mentioned, and would love for you to give me feedback on whether your children (or yourself), find this easier to read or not?

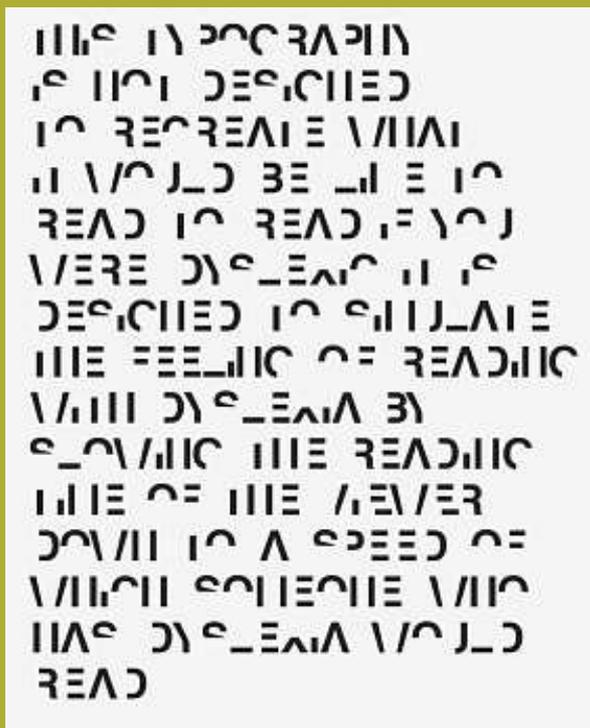
To download the Dyslexie Font, you can go to www.dyslexiefont.com.

In contrast to the above, Daniel Britton, from the UK, created a font to show what it's like to *have* dyslexia.

It eliminates some of the key lines from every letter, slowing down the reading time of a non-dyslexic, making it more difficult to interpret words and sentences.

This way we get a feel for what it must be like, experiencing the frustration, and perhaps even embarrassment of reading everyday text, and thereby help us to understand what it's like.

Have a go at this paragraph in the image!



The writing in the image above reads: *This typography is not designed to recreate what it would be like to read to read [sic] if you were dyslexic, it is designed to simulate the feeling of reading with dyslexia by slowing the reading time of the viewer down to a speed of which someone who has dyslexia would read.*

International Home Educating

by *Caelan Harris (11)*

Term 1 for the Harris Family was spent in the UK for time with family and travel. Flying through the sky was, I have to say, a highlight. The food was great, the movies passed the time as we embarked on an adventure of a lifetime. Our flight from Auckland to London took just 22 hours with a brief stop in Hong Kong. Upon arrival, although we expected it to be cold in January, the 2°C in the airport car park took our breath away! The first strange sight was the many double-decker buses everywhere and the currency was confusing for me.



My brother, Reuben at Caerphilly Castle, Wales



The Whole Harris Family

We spent time in Ipswich with our cousins and then travelled to Cardiff and from there, all the way north to Scotland. We hired a motor-home for 2 months which was very amusing! On the way we saw lots of Grand Houses, Castles and other historic sights. My favourite was Sutton Hoo in Suffolk – where a buried Viking boat was discovered only 30 years ago and the museum had many Viking relics made of gold. We had an adventure taking a ferry to the Island of Mull of the West Coast of Scotland due to severe weather cancelling the crossings for a day. The following day was glorious and we had great fun exploring another island off Mull called Iona. It was remote, rugged and beautiful and reminded me of Westland in the South Island. There was an Abby there from the 6th Century.

We had plenty of memorable occasions playing with our 8 cousins. Our favourite time together was at the end of our trip when we went on holiday altogether to celebrate our Grandma and Grandad Wales' 50 Golden Wedding Anniversary. In all, a great time was had by us all! In total, we covered 7,500 km's on the roads and 36,000 km's flying distance.



Choir, Sports, Art and Choral

by Christi Millar

During terms 2 & 3 we had a fantastic opportunity to have a choir for our kids. My kids did nothing but talk about choir and all the songs they were learning. The two terms were wrapped up with a fabulous performance at the Hilda Ross Retirement Village and the smiling faces of the residents proved it was a great success. With their eyes beaming full of pride for our kids, some approached me asking if we could come again next year, not that I run it, lol. So, Rowanne, you did a fabulous job and thank you for all your efforts to bring this opportunity to us.



Sports was fantastic as usual. I haven't seen a frowning face there yet! We are really enjoying the selection of sports being offered and the facilities have easy access, well, at least from my experience. Thank you Loral for running another great term of sports. badminton was a hit with my kids.... What am I saying... It was all a hit! Well done!



Art is going well from what I can tell. It all started with my purchase of some art dvds from the States that had a Christian perspective. I wanted a class environment for my kids and a level of commitment for me to consistently get around to having art for my kids. With three families joining us, we have had a blast. Each time, we started the class with the 10min dvd lesson and then I spent the rest of the hour helping the kids to implement the technique learned that day. We finished the term off with wrapping all our techniques together into one picture called "Leaf Collection". As someone pointed out, it was nice for the kids to "leave" the term with a cool project in hand. This next term we are incorporating projects for each lesson as we have covered the core basics and want to get more paints and pastels out. In term four I will be opening up more hours for people to be able to enrol their children in, but unfortunately I have a big event that I am organising in August so term three is still with just the one hour.



Choral Group was so much fun for my kids. They enjoyed learning several poems, how to breathe properly when speaking, and they especially loved making all the funny noises and movements in their mouths for their vocal exercises. Margaret finished the term off with a short performance and a shared morning tea, to everyone's delight. Thank you Margaret for your wonderful work! All photos on this page by Christi Millar.



From Apologia Science to Uni

By Rose Swears

As I have done all the Apologia Science books from General through to Physics, and recently got back from England to start a BSc at Waikato University, (and also because she had my email address anyway) Mrs. Kaluza figured I was the *perfect* candidate to write about the glories of homeschool-to-university culture shock, and the effects of the Apologia curriculum in mitigating said shock. So here goes.

Shortly after arriving back in New Zealand, armed with my Cambridge IGCSE Chemistry and Physics, and AS Level Math results – and a completely irrelevant qualification pronouncing me capable of Reading English Literature – I discovered to my alarm that IGCSE was not enough to get into Waikato on. Perhaps I had better backtrack briefly: I would have taken the AS Level papers, which might have been adequate, but there was a laboratory component required for those, and the laboratory I used at the time was based around the kitchen sink. So IGCSE was where I had to stop.

For most of my secondary-level education, rumors had been floating about the homeschool community at large about so-and-so who got into university *Sola Apologia* (based on Apologia results alone), or such-and-such who had to take the Certificate of University Preparedness course. I was inclined to believe that it was very much a case of one or the other, but I have since learned that this is what *The Fallacy Detective* calls the *Either-Or Fallacy*. There is always another way. In my case, it was appearing at the Waikato Pathways College, and asking if they would mind letting me take their four-week Science Foundation bridging course, and get into the BSc program on the strength of that. This was faintly stressful, because the Pathways College passing grade is a B. Perhaps this is the moment to mention that I had gotten off a twenty-four hour flight from England the day the bridging course started.

All was well, and the bridging course was not, as it is advertised, an entire year's worth of seventh-form (Year 13) chemistry and physics crammed into four hectic weeks. The weeks were certainly hectic, but I discovered to my pleasant surprise that the whole thing was essentially revision of what I had only done a hundred times with Apologia.

At present, I am taking first-year physics, chemistry, biology, and math, and having a wonderful time. The chemistry is rather hilarious, as it is all about spectroscopy, DEPT spectra, and monochromator errors – and if you can say all that without laughing or stuttering, you're a better man than I am, Gunga Din!

Naturally none of this is covered anywhere in Apologia, not even in *Advanced Chemistry in Creation*, so I have to be the irritating character who asks questions and requests extra meetings with the tutor. (I have been informed that the latter is highly unusual.) However, to look on the bright side, I have yet to encounter anything new relating to molecular and atomic orbitals, or periodic properties of elements, or stoichiometry, or balancing equations, and occasionally even have something intelligent to say on these subjects.

Physics at present is, again, revision. Essentially, if one can come through *Exploring Creation with Physics* and not die of it, one can handle PHYS100. The only tense part is the labs, where they have real versions of all the experiments one used to set up with piles of books and toy cars and bits of plywood. However, they also have instructions, and demonstrators who have been doing this for twenty years and can no longer be surprised, and seem genuinely to enjoy explaining the intricacies of a frequency generator. The primary difference between first-year university physics and Apologia physics is that in the former, one has to learn the teacher's little gadgets and fanaticisms as well as the

I have been informed by a tutor that my high-school physics teacher is to be congratulated. I have accordingly written to Dr. Wile.

actual physics. These can include an insistence on doing *all* the working on an equation in the variables before putting the numbers in, or a tendency to bring into lectures experiments that short out the power to the entire theatre. I have been informed by a tutor that my high-school physics teacher is to be congratulated. I have accordingly written to Dr. Wile.

The biology course is a little awkward in places, because of the extreme emphasis placed on Darwinian evolution by the teaching staff. I would venture to say that at times this bias becomes unscientific. While the chief lecturer had the grace to refer to evolution as a theory, the fact that there are other theories was not even mentioned, much less extended upon by any brief discussion of any of these theories. Further, after that first lecture, Darwinian evolution was treated as scientific law, if not absolute fact. However, the actual biology part of the course, the what-bit-is-this and what-does-it-do part, is mostly either covered by Apologia, or easily extrapolated therefrom.

The class was assigned a correctly researched and referenced essay to write, and told explicitly to avoid referencing creationist material 'because it is not very reliable'. Taking exception to this, I deliberately used two papers from the Journal of Creation in my reference list, and was not marked down for them. Even with the strong Christian background of Apologia, I would not recommend university biology except to those stubborn enough not to believe something just because the teacher is saying it, and with the courage to stand alone much of the time. Although I find chemistry challenging and exciting because much of it is new, I find biology, where very little of importance is new, to be more demoralizing and exhausting than any subject I have yet studied – including English Literature!

While it does not come strictly within the compass of this article, being largely in praise of Saxon rather than Apologia, I feel that I must say a few words about the math course I am taking. I only made it through to the first half of *Advanced Math*, taking some time off to pursue Cambridge IGCSE and AS math, but

that seems to have been enough, as I am now nearly at the end of the first semester of university, and only just out of Saxon-review territory. Some of my favourite memories of high-school math are desperately differentiating curves while sitting on the top bunk of a retired-sleeper-carriage compartment at a hostel in Bonn, scrambling a matrix in Ypres, or being fed up and throwing all the books across the room in Rheims – and all without the help of Khan Academy! (I did pass the exam, incidentally.) However, the stress of trying to study for exams during a family road trip around Europe paid off: I'm acing university math as well. I would recommend Saxon for absolutely everything up to differentiation, at which point I found Khan Academy to be quicker and more comprehensive.

One final word about home-schoolers going to university, in general: most home-schooled young adults I know of spend their teenage years worrying that they are going to be light years behind their more sophisticated, better socially adapted, better taught, more intelligent, regular-school counterparts. Don't believe a word of it. Home-schooled teenagers, especially those focusing on subjects the teaching parent has less experience in, have one huge advantage when it comes to university study: *they already know how to learn*. They know how to go away and find the information they need, how to learn independently, how to self-motivate so as not to end up writing an essay at three in the morning of the day it is due, how to work things out for themselves, and how to capitalize on any available time with the experts by asking questions. So much for better taught. Home-schooled teenagers often spend a lot of time alone studying, so they are less reliant on copying from classmates and having cliques of bosom buddies for support all the time, and – I think – less susceptible to peer pressure.

Home-schooled teenagers, especially those focusing on subjects the teaching parent has less experience in, have one huge advantage when it comes to university study: they already know how to learn.

**And remember:
"Nobody can make you feel inferior without your consent."
– Eleanor Roosevelt.**

THEN Mini Conference

The THEN Mini Conference on Saturday the 2nd May, was a great success, and many parents went home feeling encouraged in their home education journey. The highlight had to be having Barbara Smith as our guest speaker. Barbara and her late husband Craig, were pioneers for the Home Education in New Zealand, and together they headed up the Home Education Foundation, which has been instrumental in building a great home education community across the country.



Barbara was gracious enough to attend and speak at numerous conferences in the last month before leaving New Zealand to go and live with family in Tasmania. Although she is no longer living here, she will still be running the Home Education Foundation.

Their website is www.hef.org.nz



This was a very worthwhile day for us as new people to the home schooling community. We were inspired and reassured by all the presenters. All the organisers and attendees were open and welcoming and made the day very enjoyable – thank you for all the hard work.

Colette and Dean Sutherland



All Photo by Colleen Kaluza

Great job Julie! Thank you. This was well run, friendly and informative. The participants and speakers all enjoyed themselves. It was a great learning opportunity all round, and much appreciated by everyone. Thank you to everyone who helped to make this day a great success. Well Done

Margret Evens



It was a joy and privilege to attend the conference. It was described as 'mini' but the organisers certainly didn't scrimp! I enjoyed the excellent teaching from experienced and nationally acclaimed Barbara Smith. Some great 'not-often-seen' resources and an opportunity to connect with like-minded people.

Thanks to Julie and others who organised.

Sheena Harris



A big thank you to Julie Wallace-Cooley and Margaret Evens for organising this event. I found it incredibly reassuring to hear once again from some very experienced home schoolers that we can all just relax and enjoy being with our children, following their passions.

Sarah Walsh



THEN Contact List

Coordinator

Julie Wallace-Cooley
thenmail@gmail.com

Treasurer

Leanne Nobilo
thenmail@gmail.com

Membership Secretary

Grace Menneer
thenmail@gmail.com

Minutes Secretary

Sarah Walsh
thenmail@gmail.com

Swimsafe Coordinator

Loral Morrison
thenswimsafe@gmail.com

Activities Coordinator

Rachel Cooke
stevenrach@gmail.com

Newsletter Editor

Colleen Kaluza
thenmail@gmail.com

Librarian

Penelope Seibicke
027 433 4421

MOE Liasons

Sheena Harris
sheenaharris.cm@btinternet.com
Meredith Connolly
mereandd@hotmail.com

Telescope

Rachel Cooke
stevenrach@gmail.com

Microscope

Rebekah Renew
07 8482420
renewfamily@gmail.com

Family Day Host

Penelope Seibicke
027 433 4421

THEN RESOURCES

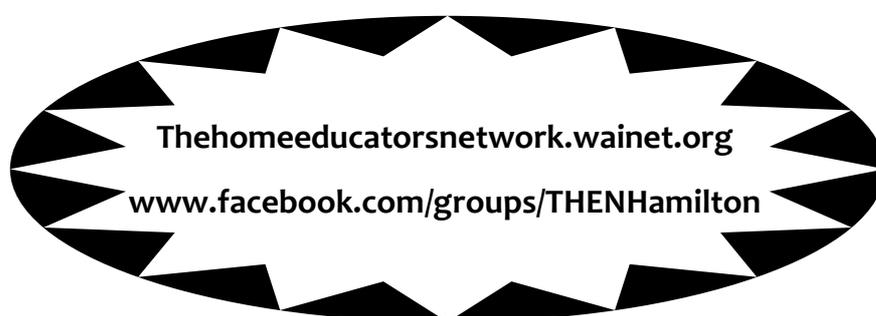
Did you know that THEN has some cool resources that are available to members?

The Telescope is managed by **Rachel Cooke**, and she has a new checklist for sign outs and returns.

The Microscope is available for loaning to families. There is currently nobody on the waiting list, so first come, first served! Loans are for four weeks and require a bond of \$20. Please contact **Rebekah Renew on 07 848 2420**

And the Library is managed by **Penelope Seibicke**.

Please check the contact list on this page for contact details.



When was the last photo of you that you liked?
When was the last photo of your ever-changing kids?

Contact Jan & Colleen Kaluza for photos you will cherish.



027 712 1260
a/h (07) 848 1044
jkaluza@xnet.co.nz
jankaluza.com



Jan Kaluza
PHOTOGRAPHY

Wax Wraps

Keeps food fresh and delicious

*Great for wrapping bread cheese or sandwiches.
Keeps food fresh with no mould or drying out.
Use the warmth of your hands to shape over bowls.
Wax Wraps are reusable. Hand wash in cool water.
Use a gentle detergent if necessary.
To refresh, iron between two pieces of baking paper.*



www.facebook.com/waxwraps

APPENDIX— DYSLEXIA LINKS

Items mentioned during the discussion evening:

www.dyslexiafoundation.org.nz

www.4d.org.nz

[Teaching the Reluctant Learner](#) by Laughton King (a New Zealand dyslexic)

http://www.4d.org.nz/school/lk_articles.pdf

Laughton's book has been extremely valuable in helping both my husband and myself understand how much dyslexia affects many areas of thinking, not just reading skill. I highly recommend this book as the number one purchase for any parents with a dyslexic child. He has other books which could also be well worth purchasing.

[Easy Handwriting Pen](#) by Stabilo

<http://www.stabilo.com/com/product/336/writing/stabilo-easyoriginal>

scroll down the page, a kind of weird website, available in NZ and on many websites (Amazon, etc)

“Woodcock/Johnson” assessment

Taken with a developmental psychologist, can be very helpful in assessing areas of both strengths and weaknesses. The mum who recommended this said it was expensive but worth it.

[Toe by Toe](#) reading curriculum for dyslexics

Inexpensive, a little overwhelming to look at but very easy to use and stops readers guessing at words they don't recognize by including many nonsense words to discipline them to actually read (i.e. 'sprong'). For more info, contact successful dyslexic mum who is using it with her children, Sheena Harris, sheenaharris.cm@btinternet.com Based on my conversation with Sheena, if I was still teaching a dyslexic to read, I would definitely purchase this curriculum.

[Great Illustrated Classics](#), book series with large print (easy on the eye, less challenging for the brain) and a picture on every page. Really motivated my son to read. He volunteered to read every copy one we had on the shelf (maybe 6?) Some of the stories don't even interest me! (boy stuff) See Laughton's book for why pictures are important.

http://www.amazon.com/s/ref=nb_sb_ss_c_0_26?url=search-alias%3Dstripbooks&field-keywords=great+illustrated+classics&prefix=great+illustrated+classics%2Caps%2C583

[STEPS](#) spelling programme for dyslexic students, paid subscription

Recommended by a mum who couldn't attend the meeting, looks really good for younger students

<http://www.steps-software.com/videos.php>

[VeritySpell](#) software spell check for older students and adults, tailored for typical dyslexia spelling errors

We tried the free version and found my son's story spelling so bad that it couldn't even guess what his words were. We will try it again after we spend some more time on spelling!

<http://www.realspecial.co.nz/product/verityspell-nz-version/>

[Graphic novels](#) – traditionally in all capital letters which do not have typical letter confusion as none look alike, topics go beyond typical comic super heroes and cover all sorts of things like history. Ask your librarian if they have a separate section or are mixed in with the topics as per the Dewey decimal system.

[Brain training apps](#) – I use these on an iphone for me! There may be Android or online versions?

Lumosity (my dyslexic son can't wait to set up his own account for this...he loves watching me work this one)

Librivox – free audio books, great way to take in literature that is too difficult to read, many titles of all sorts, a must to look through <https://librivox.org/>

[Dyslexiefont.com](#) – font typeface developed specifically for dyslexics

Additional items we did not cover in the discussion evening:

<https://www.youtube.com/watch?v=bllBab6QbaA>

FAT workshop – a series of several short sessions well worth watching for anyone teaching a child who struggles with traditional school style learning

<https://vimeo.com/39375191>

very, very sweet and **tender video book** for young ones explaining about their dyslexia, perfect for a parent introducing their young child to the idea of dyslexia

<https://www.facebook.com/groups/DyslexiaSupportNewZealand/>

<http://www.realspecial.co.nz/> - suppliers of dyslexia software

<http://www.dyslexiapotential.com/> - created by young NZ dyslexic boy

Zoola Palooza – a junior picture book of homographs by Gene Barretta

Great little book we accidentally discovered at the Hamilton Libraries. Tells a story using many common ‘double’ meaning words (i.e. the big *bow* tie and a took a gracious *bow* for the audience). So helpful!

Gift of Dyslexia by Ron Davis

Book that has been several times recommended to me. It does not seem to be readily available and probably must be ordered online from Fishpond, Book Depository, etc. A respected work.

(Claire Ashmore of Lemington (Cambridge) is teaching his methods and can be contacted on (07) 823-3903, through end of 2015 weekends only)