

## Newsletter Volume 76 Winter Edition 2021

### What's new from the HEU

#### Report Packs available on website

The Home Education Unit's *Report Pack* provides information and attachments to assist you with the reporting process. The *Report Pack* can now be found on the Reporting page of the HEU website, and contains information such as how to select work samples for inclusion in the report submission and examples of completed year in review and work sample annotations. View the attachments here:

<https://education.qld.gov.au/schools-educators/other-education/home-education/reporting>

#### Report reminders

An automatically generated report invitation email (containing a unique link for the submission of your child's report online) is sent 1 month before your report is due. Another automatically generated reminder email is sent 10 days before the report due date. *If you receive an email reminder about your child's report and you have already submitted the report, please ignore this correspondence.*

For more information about how to report online, please refer to the *Reporting* online article below.

#### In this newsletter:

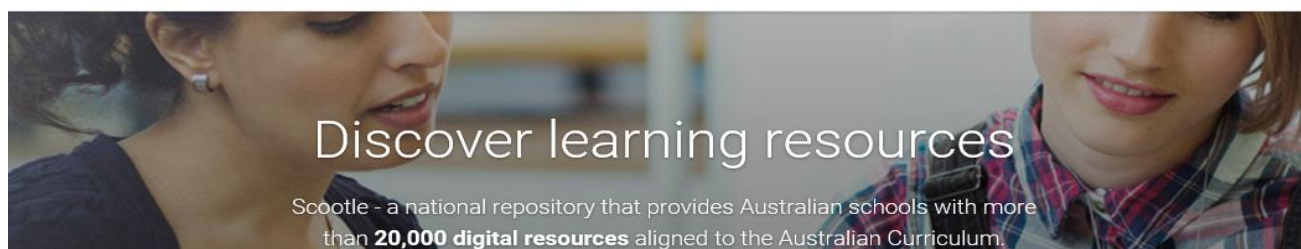
- [Scootle](#)
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Browse by Australian Curriculum ▾

Learning paths

Tools and resources



**Scootle** is an online database of educational resources directly linked to the Australian Curriculum which is available (and free) to HEU registered families. Parents, please note that children who are provisionally registered are not eligible for Scootle registration.

Available resources include video clips, information sites, games and material to promote critical and creative thinking. Further information can be found [here](#). If you would like to access Scootle to support your child's home education, please contact the HEU at [homeeducation@qed.qld.gov.au](mailto:homeeducation@qed.qld.gov.au).

Please note, your Scootle request must be sent from the same email address the HEU has recorded on its database, and include your **registered** child's name.



## Engaging children in the learning process: An introduction to age-appropriate pedagogies

### What is age-appropriate pedagogy?

Age-appropriate pedagogy is the incorporation and balance of a range of teaching approaches designed to engage children with learning at all stages of their education. While commonly associated with early years, the underlying characteristics and approaches can be applied to learning at all ages.

**Pedagogy**  
The art or science of teaching; education; instructional methods.

### Why adopt age-appropriate pedagogies?

Children learn best when they are actively engaged in purposeful learning experiences that build from their interests, strengths and capabilities. By using knowledge of your child's capabilities, interests and motivations you can identify the most effective and engaging ways to teach your child.

A holistic approach to teaching can positively impact on a child's long-term learning through the acquisition of problem-solving skills, the ability to persevere when collaborating with others, and the forethought to approach situations in innovative ways to create solutions.

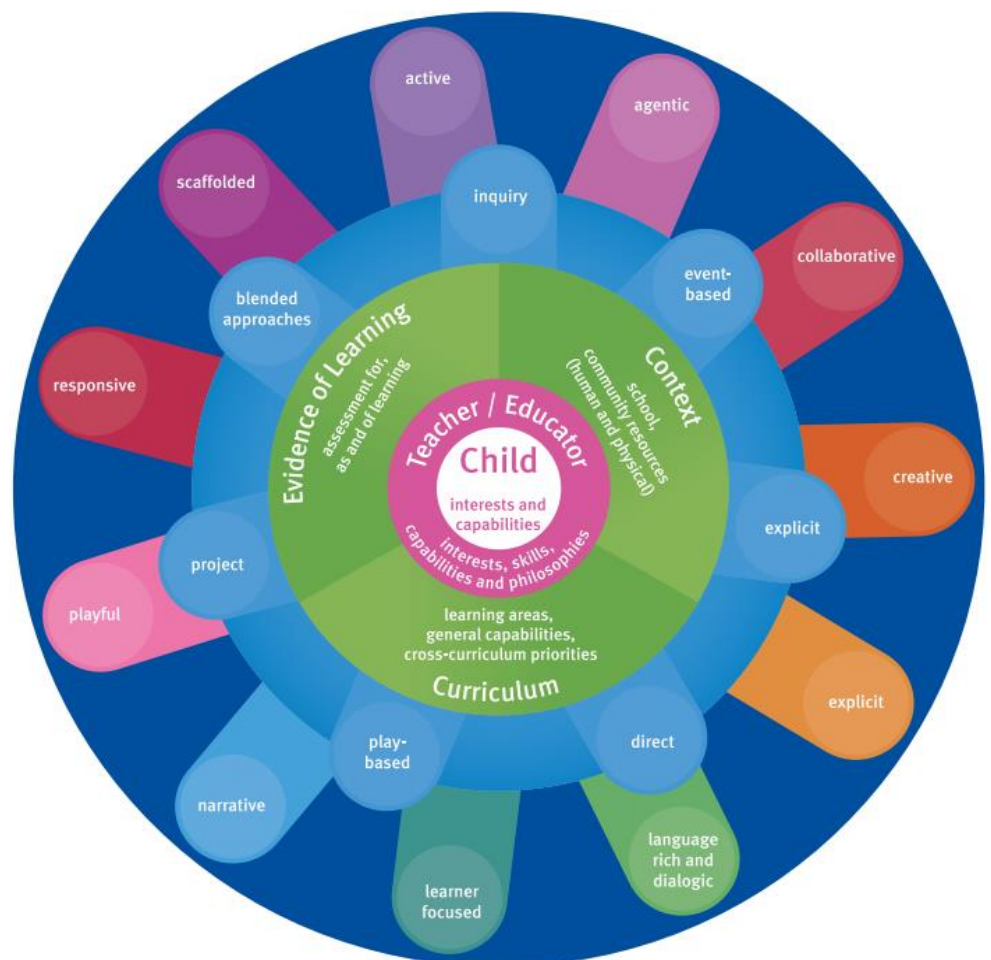
### What does this mean for my child and me?

Purposeful integration of play with learning will engage and stimulate high levels of concentration, interest and enjoyment in your teaching moments and develop your child's learning capabilities.

### Where do I start?

By knowing your child as a learner and targeting your teaching to your child's learning styles and strengths you will be able to deliver well-rounded, engaging learning opportunities. Through observation of, or conversation with your child, identify one characteristic and approach (listed below) that can be used to plan a new learning opportunity. Choose and set a goal, with an achievable outcome, implement the learning opportunities and on completion of a task include reflection and debriefing with your child as part of the age-appropriate pedagogical process.

For more information go to <https://earlychildhood.qld.gov.au/early-years/activities-and-resources/age-appropriate-pedagogies>



## Characteristics

The characteristics of age-appropriate pedagogies represent a set of desirable qualities to consider that are responsive to your child and the context and purpose of learning.



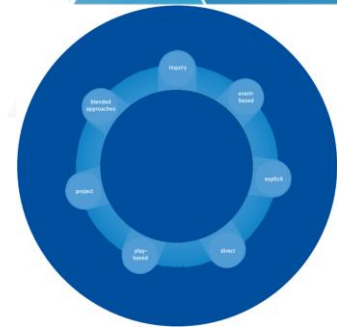
<p><b><u>Active</u></b> The active characteristic requires physical and embodied engagement across all areas of learning. Whether this is indoors or outdoors, activity is essential in order to activate children's full potential. Their focus, concentration, motivation and self-regulation are enhanced through moving, doing and interacting within a range of learning environments. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/active">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/active</a></p>	
<p><b><u>Agentic</u></b> The agentic characteristic is about ensuring that children have voice in their learning. Their ideas and interests initiate, support and extend learning possibilities in order to build on their real-world understandings and experiences. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/agentic">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/agentic</a></p>	<p><b><u>Collaborative</u></b> The collaborative characteristic is about being social and co-constructed. Children and educators work together to identify ways of learning and understanding through sustained shared thinking and action. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/collaborative">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/collaborative</a></p>
<p><b><u>Creative</u></b> The creative characteristic is about inviting children to consider 'what if?' They encourage investigation, inquiry and artistry to explore new possibilities and ways of thinking. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/creative">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/creative</a></p>	<p><b><u>Explicit</u></b> The explicit characteristic is about making conscious for both learner and educator the relationships between the learning purpose and processes employed and the skills and understandings these processes support. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/explicit">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/explicit</a></p>
<p><b><u>Language rich and dialogic</u></b> The language rich and dialogic characteristic is about ensuring that learning occurs in environments where rich language is modelled and employed by both children and educators. Meaningful dialogues between children, as well as between children and educators, are created to support thinking, learning, engagement and imagination. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/language-rich-and-dialogic">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/language-rich-and-dialogic</a></p>	<p><b><u>Learner focused</u></b> The learner focused characteristic is about recognising that all children learn in different ways and that learning is a highly individual process. They also acknowledge differences in children's physical, intellectual, cultural, social and personal experiences and perspectives. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/learner-focused">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/learner-focused</a></p>
<p><b><u>Narrative</u></b> The narrative characteristic is about acknowledging the important role that personal, written, oral and digital stories play in all our lives. They support both the production and comprehension of narratives through active processes, especially play. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/narrative">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/narrative</a></p>	<p><b><u>Playful</u></b> The playful characteristic is about encouraging children to make connections through imagination and creativity, to explore alternative worlds and ways of thinking. These worlds, not bounded by reality, offer the freedom children need to innovate and enact new possibilities. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/playful">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/playful</a></p>
<p><b><u>Responsive</u></b> The responsive characteristic is about incorporating a willingness to be flexible and to ensure that learning is always child, context, content, and discipline appropriate. To achieve this, educators will balance opportunities for structure and spontaneity, open-ended and specific tasks, and child-led and educator-led learning. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/responsive">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/responsive</a></p>	<p><b><u>Scaffolded</u></b> The scaffolded characteristic is about including such actions as modelling, encouraging, questioning, adding challenges, and giving feedback to provide the support needed to extend children's existing capabilities. Effective scaffolding by both educators and other children provides active structures to support new learning; it is then progressively withdrawn as learners gain increasing mastery. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/scaffolded">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/characteristics/scaffolded</a></p>

## Approaches

Your role as the teacher involves deliberate, purposeful and thoughtful decision making and actions to promote your child's innate drive for independent learning.

When selecting an approach, consider:

- your child's interests and capabilities;
- your own interests, skills, capabilities and philosophies;
- the curriculum you are teaching (content); and
- how to collect evidence of your child's learning (monitoring).



<p><b><u>Inquiry learning</u></b> Inquiry-based learning begins with a question, problem or idea. It involves children in planning and carrying out investigations, proposing explanations and solutions, and communicating their understanding of concepts in a variety of ways. Throughout the inquiry process, children observe, raise questions, and critique their practices. It is an approach that encourages collaboration and can be used effectively in a trans-disciplinary way or in most subject areas. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/approaches/inquiry-learning">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/approaches/inquiry-learning</a></p>	<p><b><u>Event-based approach</u></b> Children's ideas and decision-making are central to an event-based approach. They are encouraged to plan and enact events in real-life contexts drawing on their experiences. An event-based approach may include investigations, problem-solving, and play. It provides a context for learning that is sustained for the short- or long-term and provides opportunities for children to connect knowledge and practice. They draw on knowledge and experiences that are socially and culturally significant from home and the community when planning and enacting events. This approach has been identified as having positive impacts on literacy and numeracy learning. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/approaches/event-based-approach">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/approaches/event-based-approach</a></p>
<p><b><u>Project approach</u></b> A project approach is an in-depth exploration of a topic that may be child or teacher-initiated and involve an individual, or a group of children. A project may be short-term or long-term depending on the level of children's interest. What differentiates the project approach from an inquiry one is that within the project approach there is an emphasis on the creation of a specific outcome that might take the form of a spoken report, a multimedia presentation, a poster, a demonstration or a display. The project approach provides opportunities for children to take agency of their own learning and represent this learning through the construction of personally meaningful artefacts. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/approaches/project-approach">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/approaches/project-approach</a></p>	<p><b><u>Explicit instruction</u></b> Explicit instruction is a structured and systematic approach to teaching academic skills. It is characterised by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved. There is an emphasis on proceeding in small steps, checking for understanding, and achieving active and successful participation by all children. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/approaches/explicit-instruction">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/approaches/explicit-instruction</a></p>
<p><b><u>Play-based learning</u></b> Play-based learning provides opportunities for children to actively and imaginatively engage with people, objects and the environment. Symbolic representation is a critical aspect. When playing, children may be organising, constructing, manipulating, pretending, exploring, investigating, creating, interacting, imagining, negotiating and making sense of their worlds. It promotes the holistic development (physical, social, emotional, cognitive and creative) of a child and, depending on how it is utilised, may also support a broad range of literacy and numeracy skills. The teacher's role in scaffolding play is pivotal. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/approaches/play-based-learning">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/approaches/play-based-learning</a></p>	<p><b><u>Direct teaching/instruction</u></b> Direct teaching/instruction is a step-by-step, lesson-by-lesson approach to teaching which is scripted and follows a pre-determined skill acquisition sequence. The aim of using direct teaching/instruction is to take local variation and teacher/child idiosyncrasy out of instruction and for children to learn through imitation. It is also used as a general term for the teaching of skills by telling or demonstrating. It is a common approach used for the teaching of handwriting, as well as phonics, letters and numerals. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/approaches/direct-teaching-instruction">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/approaches/direct-teaching-instruction</a></p>
<p><b><u>Blended approach</u></b> A blended approach combines elements of more than one approach. Having considered student learning priorities, the learning context and the curriculum, teachers determine the mix of approaches that will engage learners and support achievement of the intended learning outcomes. <a href="https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/approaches/blended-approach">https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/approaches/blended-approach</a></p>	

## Acknowledgements

Dictionary.com. (2021). *Definition of pedagogy* | Dictionary.com. <https://www.dictionary.com/browse/pedagogy>

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Queensland Government: Department of Education and Training. (n.d.-b). *Foundation paper: Age-appropriate pedagogies for the early years of schooling*. Age-Appropriate Pedagogies. Retrieved May 19, 2021, from <https://earlychildhood.qld.gov.au/earlyYears/Documents/foundation-paper.pdf>

Queensland Government: Department of Education and Training. (2020, September 14). *Age-appropriate pedagogies*. Early Childhood Education and Care. <https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies>

## HEU Identification Card

**What is it?** A photographic identification card used to show a child is registered for home education.

**Who is eligible?** Any child who is fully registered (ID cards are not available to *provisionally* registered children).

### Transport Concession Fares

The Department of Transport and Main Roads determine concessions. Children aged 5 to 14 years fall under the child concession category. Students aged 15 years or older are eligible for a concession fare and will need to show the HEU ID card when purchasing tickets.

**How to request an ID card:** Email an **electronic passport style** current photograph of your child (blank background, head and shoulders, facing forward) to the HEU: [homeeducation@qed.qld.gov.au](mailto:homeeducation@qed.qld.gov.au). Unlike passport photos, smiles are permitted.



**Please include the following statement in your request email:**

*This is a current photo of my child (full name). His/her birthday is (date); and our current postal address is (number, street, town/suburb, postcode).*

## Reporting online

### How does it work?

An invitation containing a unique link to access the online reporting form will be sent via email **when the reporting period opens (the ninth month anniversary of your child's registration)**. The link will remain valid until the report due by date (the tenth month anniversary of the child's registration).

Given it is a standard condition of registration that the report be submitted between the 9th and 10th month of registration, the option of providing the unique link to the online report submission outside this period will not be available.

Please note that the link is unique to each child's registration and report date and therefore you will not be able to use the link for another child's online report submission.

The link remains valid from the date the invitation is sent until the report due by date. Within this timeframe, the option to save and return later is available using the unique link provided in the report invitation. The option to email yourself a copy of your online report submission is available.

You will receive confirmation of submission when you select **Finalise** to submit your report.



Queensland Government

Department of Education

### Reporting for Registration for Home Education

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Report for

#### Reporting information

[Education \(General Provisions\) Act 2006 - Section 217 \(2\)](#)

The standard conditions of registration for home education under the [Education \(General Provisions\) Act 2006 \(Qld\)](#) include the requirement for a parent to give to the chief executive a written report on the child's educational progress. This report must be given in the approved form at least 2 months, but not more than 3 months, prior to the anniversary of the child's registration.

Educational progress can be demonstrated by including annotated samples of the child's work and an overview of the learning taken in relation to the educational goals of the child.

[Return Later](#)

[Next](#)



Queensland  
Government

## Reporting FAQs

### **What type of files can I upload?**

Department approved file types able to be uploaded are:

- MS Word (.doc .docx)
- MS Excel (.xl .xlsx)
- MS PowerPoint (.pp .pptx)
- Text (.txt)
- Adobe (.pdf)
- Images and photos (.jpg .jpeg .png .gif .bmp)
- Sound files (.mp3 .m4a .mp4)
- Video files (.mov .avi .mpg .mp4)

### **What is the maximum file size for uploaded attachments?**

The limit for uploaded attachments to the application is **4MB per attachment**.

### **When will I receive the link for my report?**

You will receive your unique reporting link **when the reporting period opens (the ninth month anniversary of your child's registration)**. The link only remains valid from the date the invitation is sent **until the report due by date**. Please note that the time frame by which the report is due is specified in the legislation and cannot be overridden.

### **Important information to note:**

1. Once the **Finalise** button has been clicked and the report submitted, no further changes can be made to the report submission.
2. Due to departmental privacy and cyber security policies, the HEU cannot retrieve material from cloud-based applications. This prevents the viewing of samples contained within file-sharing services such as: Dropbox, Google Drive, OneDrive and Apple iCloud. Similarly, links to online content located within private blogs, YouTube channels or websites cannot be accessed.
3. Please do not submit some documentation online and some via post. The HEU is unable to accept two separate submissions.

### **How many spaces are there for uploading documents?**

- Samples: 6 file upload spaces
- Summary of educational program: 3 file upload spaces
- Annotations and year in review: 1 file upload space
- **Change of personal details** (use only if required): 1 file upload space (hyperlinked)

### **Which devices can I complete the online reporting process on?**

Parents will not be able to complete the online report form using their mobile phone. The render modes for the online reporting are desktop or tablet only.

## Social emotional learning

Fostering and nurturing the development of social and emotional skills in children is an important job that often gets overlooked. There is a link between confidence and feelings of self-worth which relate to academic outcomes and motivation in children. It is important to explicitly teach and role play skills that promote positive social emotional outcomes in children, thus equipping them with the tools required to be happy in themselves, relate well to others, be motivated to learn, achieve better academically and create positive relationships with their family and friends. Children who have developed social and emotional skills are more likely to demonstrate higher levels of resilience, learning capacity and socialisation.

### **Growing a mentally healthy generation**

Be You is the national mental health in education initiative delivered by Beyond Blue, in collaboration with Early Childhood Australia and headspace. Be You supports educators from early learning services and schools to develop a positive, inclusive and resilient learning community where every child, young person, educator and family can achieve their best possible mental health.

The [Be You website](#) hosts a number of resources including tools and guides, links to programs, fact sheets, and information sessions to support the growth and development of social emotional learning in children of all ages.



## What's on?



### Young Accelerators

Supporting the next generation of STEM leaders through creativity, innovation and entrepreneurship.

QUT Young Accelerators would like to reach out to home educating families to offer STEM workshops to home educated children.

“QUT’s Young Accelerators Program (formerly STEM for Schools) has been running since 2013 and is committed to inspiring the next generation of STEM (Science, Technology, Engineering and Mathematics) leaders. We provide meaningful STEM experiences for Year 7 to 12 students regardless of background, gender, academic level or location.

The future of employment is changing rapidly, with predictions that 75% of the fastest-growing occupations will require STEM-based technological skills. Our program creates opportunities for high school students to build enthusiasm for these STEM skills while drawing from the concepts of **creativity, innovation and entrepreneurship**.

We deliver fully funded on-campus workshops, events and professional learning across STEM disciplines to help schools understand the importance of STEM skills and the broad range of future study and career opportunities STEM offers.

Our talented STEM Student Ambassadors inspire, lead and connect with program participants bringing diversity and real-world inspiration into all our activities.”

<https://www.qut.edu.au/study/career-advisers-and-teachers/young-accelerators>

## Premier's Reading Challenge 2021

At home: FREE



The Premier's Reading Challenge aims to improve literacy and encourage children to read for pleasure and learning. The challenge is an annual state-wide initiative for Queensland State and non-State schools and home-educated students from Prep to Year 9, as well as children (aged up to 5 years) enrolled in an early childhood centre.

For more information visit

<https://readingchallenge.education.qld.gov.au/>





## The Storytellers

Museum of Brisbane: FREE



Step into *The Storytellers* and uncover the hidden histories, myths and tales of Brisbane as told by the contemporary writers of our city.

Featuring new stories by Victoria Carless, Simon Cleary, Matthew Condon, Trent Dalton, Nick Earls, Benjamin Law, Hugh Lunn, Kate Morton and Ellen van Neerven, *The Storytellers* creates an immersive and interactive experience combining historical objects, artworks, and written and narrated histories to share Brisbane's many identities.

Over the decades, Brisbane has played host to conflict, celebration, scandal, disaster, ceremony and transformative moments. Through fact and fiction, *The Storytellers* reveals the layers of Brisbane's history, providing different perspectives and a deeper, human interpretation of our city.

Ever wondered what it would be like to spend a night in Boggo Road Gaol, what Kangaroo Point has to do with kangaroos, or what went on at your Nan's place during the Second World War? Step into an immersive storybook landscape of Brisbane and relax around the kitchen table or take a seat at the tram stop to discover the personal, funny, inspiring and darker stories of Brisbane told by some of the city's greatest wordsmiths.

*The Storytellers* captures the imagination of visitors of all ages and is complemented by an augmented reality experience created by Artists in Residence, Helena Papageorgiou and Kellie O'Dempsey.

<https://www.brisbanekids.com.au/event/the-storytellers/>

## Big Voices: Children's Art Matters Exhibition

State Library of Queensland: FREE – bookings recommended

Big Voices celebrates the power of children to express themselves through art, and features paintings and drawings from the renowned Dr Barbara Piscitelli AM Children's Art Archive.

Showcasing beautiful and thought-provoking artwork by children from Queensland, Vietnam and China, Big Voices takes you on a journey into these young artist's worlds, to see how they view themselves, their lives, their rights and their futures.

This very human exhibition explores a child's right to be heard and to share what they think with others. We invite you to learn more around how children express themselves through art, and for those who wish to grow their own understanding of the power of children's art to visit.



There are two sessions daily to visit Philip Bacon Heritage Gallery, 10 am-1 pm and 2 pm-5 pm.

<https://www.brisbanekids.com.au/event/big-voices-childrens-art-matters-exhibition/>



## Cobb and Co Festival

Yuleba South

The Cobb and Co Festival is a unique family-friendly weekend that celebrates the history of the last Cobb and Co coach run in Australia. Running from 14 to 22 August 2021, the festival includes live entertainment, markets, camp oven dinner, bush dance and a re-enactment of a horse-drawn coach and trail riders travelling the 76 kilometre Cobb and Co Way from Surat to Yuleba in South West Queensland. This year's event celebrates 96 years since the last coach ran in Australia.

<https://www.outbackqueensland.com.au/events/cobb-and-co-festival/>



## STEM 2021 On Demand: Education for a rapidly changing world

Online event: FREE



STEM 2021 On Demand brings together some of Australia's and the world's experts on creativity, innovation, education and STEM. The On Demand content includes keynote presentations, EdTalks, workshops, case studies, online forums, a virtual expo and a whole lot more! This event is ideal for teachers, students, parents, professionals, and STEM enthusiasts alike.

<https://stem2021.com.au/>

## Brain Child

Redcliffe Museum: FREE

Fun for the whole family, *Brain Child* celebrates the world of inventions!

Pull the lever and witness a Rube Goldberg machine in action! These machines are made from a series of unrelated objects that are joined together to perform a really simple task. Test yourself – can you put it back together for the next person?

A giant marble maze also awaits. Guide your ball from top to bottom using tunnels, funnels and other fun bits too. Can you put your lateral thinking hats on to create wild solutions to tricky problems?

Explore the tinker trays for inspiration and then invent the solution! Give it a name, tell us what does and put it on the shelf for others to marvel at too.

No need to book. Entry is available during regular museum hours.

<https://www.moretonbay.qld.gov.au/Galleries-Museums/Events/RM/Brain-Child>



## Useful resources

**Digital Technologies Hub** – <https://www.digitaltechnologieshub.edu.au/>

Find resources to help teachers, students and families learn about Digital Technologies.

**The Surfing Scientist** – <http://www.abc.net.au/science/surfingscientist/lessonplans/>

Detailed lesson plans, conundrums, tricks and videos.

**Behind the News (BTN)** – <http://www.abc.net.au/btn/>

Investigates current world and national news, putting it into a child friendly context so that complex issues are more easily understood.

**Civics and Citizenship Education** – <https://www.civicsandcitizenship.edu.au/cce/>

Resources, information, activities and links for teachers, students and parents involved in civics and citizenship education.

**QCursive** – <https://learningplace.eq.edu.au/cx/resources/file/6ec3c227-4ee7-9d60-91cc-1eb43021a9d4/3/index.html>

A Queensland handwriting resource for lower primary learners containing comprehensive guide handbooks and software.

**Bullying. No Way!** – <https://bullyingnoway.gov.au/>

Supporting communities with evidence-informed resources and activities for a proactive approach to bullying education and prevention.

**Ecomaths** – <https://www.abc.net.au/tveducation/programs/ecomaths/11296586>

Ecomaths is a new way of seeing how maths is used in the real world to create a sustainable future.

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