00:00.00

louisekuchel

Okay, so it's recording Would you mind us saying your name again.

00:03.50

Peter Hutton

Yeah Peter Hutton director of future schools alliance.

00:07.26

louisekuchel

Yeah, excellent, all right? That's working well so I will start welcome to the podcast Peter Hutton thank you for being here I nearly called you Peter Dutton

00:14.91

Peter Hutton

Thank you so much Louise it's great to be here.

00:22.10

Peter Hutton

I have had that happen once at a large event and I had deduct behind the pulpit to avoid shoes being thrown at me and that's.

00:30.43

louisekuchel

Ah I bet you did for people who don't know that he is ah what is he our minister of Peter Dutton he's a oh yes, right? Yeah, even more reason to duck away.

00:37.35

Peter Hutton

He he was minister for defense I Think at the time. Absolutely.

00:46.60

louisekuchel

Okay, so you're not Peter Dutton you're Peter Hutton and I'm very excited that you're here. Let's start straight away with the icebreaker questions because we're going to hear more about you as we go through so Peter the first question I have for you is Peter what is your favourite animal and why is that your favourite animal.

01:02.88

Peter Hutton

Well louise if you've done your homework. You know that I'm a rule breaker and so I've just blatantly ignored that question because I don't have a favorite animal. Um, and but I guess what it's certainly not in the first 2 minutes of of the recording. But.

01:12.46

louisekuchel

I Did do some homework but I didn't expect that answer.

01:21.72

Peter Hutton

Um, you know I don't have a favourite animal. Um I don't have many other interests either I have no favourite colour I Probably do have a favour wine. Um, but I guess it by way of introduction I Love my family deeply we have a farm that I'm required to mow on the odd occasion.

01:22.98

louisekuchel

Okay.

01:41.30

Peter Hutton

And other than that I just do education I get up thinking about education I go to bed thinking about education I dream about education and I know that makes me sound incredibly narrow. But it's it's just it's just me my my my kids have grown up and left home.

01:57.69

louisekuchel

Right? It's so interesting because even though I'm not a teacher I have also found myself in a very similar predicament and I do often think very much around education but specifically around our kids.

01:58.94

Peter Hutton

So Education is my focus.

02:14.85

louisekuchel

And neurodiergent kids who are having a very challenging time in education. So I can't wait to talk to you more about that I do have another question. But maybe you're going to tell me you don't want to answer that as well. But it was going to be It's a little bit more serious and maybe I think I already know what the answer is but. The question is if there was 1 thing you could change in the world. What would it be and why.

02:39.28

Peter Hutton

Again I'm probably going to go the slight variation. Um the clear answer is the education system Why because it's unjust it harms people choose up a ridiculously inordinate amount of resources for very. Ah, minimal positive output and basically teaches young people the wrong skills to thrive in the World. So I think that would be the thing that I would change um the biggest way to change that would be to change the views of politicians who are seemingly leading the education agenda at the moment. Um.

02:58.14

louisekuchel

In.

03:05.64

louisekuchel

Um, yeah.

03:17.18

Peter Hutton

But on a bigger picture I guess and this is quite topical if I could do away with 1 thing it would be war and that's because it's futile ego driven by people who don't suffer the direct consequences of their decisions.

03:22.97

louisekuchel

Um, yeah.

03:29.70

louisekuchel

Of course yeah I'll let you have that second one because I totally agree with that too of course. Ah, yeah, you're welcome. Yeah, it's a very sad time in the world right now for lots of reasons.

03:35.12

Peter Hutton

Very generous.

03:45.57

louisekuchel

Um, okay so let's get into it. Let's have a bit more of a chat about you and you've mentioned your family already but can you tell us a bit more about yourself and sort of what brought you here to what you're doing today and if you have any connection to the square peg trying to fit into the round hole.

04:02.71

Peter Hutton

Certainly um, difficult to know where to go back to school was largely a misery for me I was doing pretty well until I introduced this thing called reading. Um and at that point. I quickly realized that I couldn't do things that some other students who I you know like I think we you know we often sort of compare ourselves to others grade ourselves to others and kids who I knew that I was perhaps brighter than were doing things with with minimal effort that I found just absolutely. Torturous, um, and from that point on school pretty much became an act of ritualized humiliation day after day. Um I found coping mechanisms and that included everything from cheating on tests. Um. Getting other students to complete my assignment work. Um, you know trying to try to vary the assessment so that it fitted in more with my skill set. Um, yeah, so it was all in all a pretty horrible time and I always swore that I would never. Return to education the day I left the the gates. Um, but then found myself in a position where I wanted to I'd had ah a building business in the late eighty s which had you know made a ridiculous amount of money then we had a recession in the late eighty s where I lost everything. And I decided that I wanted to commit my life to something where you did something different every day that you worked with people and you did you know you contributed positively to the world and education was one of those options I started doing teaching rounds essentially as a pe teacher and never looked back.

05:38.21

louisekuchel

E.

05:54.60

louisekuchel

Wow what a turnaround that's that's great. It's very interesting. You should say that about dyslexia as well I had another guest on the podcast at the end of last year who's also dyslexic.

05:54.66

Peter Hutton

Ah, still love it to this day.

06:09.34

louisekuchel

And he explained a very similar experience especially as he got up into high school of just this total disengagement because of this this barrier that was never removed and just you know the path that it can take you on and then come back around and full circle to to doing something positive with that.

06:27.39

Peter Hutton

I Yeah look it. It is It is interesting I think when you are a dyslexic and like let's face it there are there are you know there are many different types of dyslexia as as there are different types of you know.

06:29.20

louisekuchel

It's ah it's a life experience. Interesting.

06:45.90

Peter Hutton

Dyslexic brains if you will like you know there's this misunderstanding that there's you know huge commonalities. They're actually very very yeah, highly variable, but the masking and the and and the coping mechanisms are very similar so I can I'm I'm very good at diagnosing you know unqualified as I am.

06:45.12

louisekuchel

E.

06:52.43

louisekuchel

Who so. Yes, right. Are.

07:04.98

Peter Hutton

But I can you know I've got ah almost 100% strike rate in in identifying dyslexic students in particular. Um, but but generally there's 1 of 2 reactions and one is to disengage and just you know opt out. Um you know and that can be of education but it can be out of employment.

07:23.60

louisekuchel

O.

07:24.45

Peter Hutton

Um, you know we know that almost 50% of the prison population are dyslexic um and that's not illiterate I'm actually talking about being dyslexic. Um, but there were also 3 times more overrepresented in the entrepreneurial in the area of entrepreneurism and so.

07:28.18

louisekuchel

A. Um.

07:42.94

Peter Hutton

I would contend that they're not disengaged. They're hugely engaged in avoiding detection when they're at school um to developing coping mechanisms ways around problems and that's why they're set up so ideally to enter into things like entrepreneurship because they've been problem solving.

07:49.40

louisekuchel

Um, right?? Um. Um.

08:02.13

Peter Hutton

Basically since the age when they started reading.

08:03.67

louisekuchel

Um, right, very interesting gosh. Yeah god we could do a whole podcast on that I'm just going to pause for one second Peter Okay it's recording again. So so Peter today I um.

08:11.76

Peter Hutton

Do.

08:21.70

louisekuchel

Decided to break up our chat into sort of 3 key areas I've called them advocacy talking a bit more about you and your ideas and your experiences and then a bit more about the future schools alliance I'll have some questions for you about that. So. We start with advocacy which is not usually the way that I do it but I wanted to talk about this with you because I can already hear with your answers so far that you're you're interested in this and you're motivated by it. So my second question for you is as you know this podcast is about. Embracing neurodiversity and improving outcomes for neurodivergent young people and school is the first place that young neurodivergent people experience ableism exclusion segregation and can often lead to a lifetime of disengagement and poor outcomes. In your opinion and from the evidence. Why is that happening.

09:17.94

Peter Hutton

I Guess primarily because the education system is incredibly resistant to change and it was never designed to allow everybody to be successful. It was essentially a sorting mechanism for those. Could do the skills that were desired by industry at the time. Um, you know, largely literacy and numeracy but also taught you know you you were having a large proportion of the population moving from the country and in an Agrarian Lifestyle working on Farms. And all of a sudden they they were working on assembly lines Now you know for those of us who have a farm you know, bunning's is not next door and you're often forced to problem solve in unique ways when you're working on a production line. That's Disastrous. You can't have people you know varying or.

10:01.95

louisekuchel

You.

10:09.53

Peter Hutton

You know, problem solving on the fly and so they actually had to teach compliance and so our education system if you go back and look at the actual foundations of it was designed to teach compliance and obedience to Authority and it just unfortunately hasn't changed. Um, you know as we've moved forwards.

10:12.82

louisekuchel

O.

10:25.13

louisekuchel

Um, very rigid.

10:29.50

Peter Hutton

Ah, there's there's reasons it is very rigid and look the reason why it hasn't changed is it's actually serving people who are in positions of influence and power because you know if you've got um, social capital.

10:38.91

louisekuchel

O.

10:45.64

Peter Hutton

And financial Capital You will continue to succeed in the current model. Um, and you know if you if you want to look conspiratorial at at it. It allows people who aren't don't come from those positions of privilege. To sort of be swayed by the argument that that those who have succeeded are in some way superior to them and then you know you just cop it because um, you know clearly they've succeeded at school whereas you know whereas you haven't so there's not much motivation to actually change the system.

11:09.67

louisekuchel

Is.

11:15.62

louisekuchel

The.

11:21.31

Peter Hutton

From those from those who are running society um and and the other thing even for those that run schools like the majority of teachers and principals were successes within the system so they don't see that there was any difficulty with it. So it's only those.

11:24.60

louisekuchel

Who.

11:35.20

louisekuchel

Yeah.

11:40.15

Peter Hutton

Proportion and it look. It's it's a quite significant proportion I sort of mean most groups put it at about 20% um but you know to be honest, they're the teachers that the kids love because they understand that school is not designed for everybody to be a winner.

11:42.68

louisekuchel

Um, yes, yep.

11:58.28

louisekuchel

It's interesting because we often find ourselves as parents. Um, we're we're so frustrated but we do not want to get the teachers or. Principals offside and you know we want to support them to help them to do a better job. So it's a fine line that we walk and actually that's my second question for you is in regards to that and you started to sort of head down that path. So I was going to ask you further about like that. This podcast community that I have we are starting to become much more involved in advocacy on behalf of the students. However, there is a lot of opposition from the teachers and principals unions with a lot of the work. That's the attempts that are being made. So. They they often cite lack of resources and workplace safety concerns threats of industrial action when reforms are attempted by governments particularly we've seen this recently here in New South Wales um so I guess my question to you is what advice do you have to principals. But also to parents trying to advocate for education reform in this sort of environment where where we're divided and we can't seem to come together to put the students first.

13:12.36

Peter Hutton

Um, such and such ah an interesting question. It was interesting who you left out of that equation. So yeah, so what advice would you have for principals and parents and.

13:21.69

louisekuchel

Who do I leave out the students did I leave it? Yeah yeah, yeah.

13:29.80

Peter Hutton

You know I guess it's a reflective of my mentality and I'm in no ways judging you for that because we we just assume that everything's about you know the people that run the place the teachers and it's about the parents who influence but you know in working with many young people who are neurodiverse or or have a.

13:39.89

louisekuchel

Yeah.

13:48.70

Peter Hutton

You know, indeed a physical disability. One of the things that I often say to parents is you need to be a huge advocate for the young person generally up until the age of or through primary school. But from that point on it is equally important that you support the young person to self advocatevocate.

14:05.60

louisekuchel

Absolutely yeah.

14:07.49

Peter Hutton

Because I have seen so many examples where you know like to be honest and you know I know your listeners will relate to this where they feel like they're being judged as the pushy parent or the Tiger parent or you know like they're you know they're they're regarded not in a positive way by schools and.

14:19.32

louisekuchel

Yep.

14:26.14

Peter Hutton

You know, like even as somebody who's neurodiverse myself. You can see that but I've often said to parents try and try and morph that passion that you have for changing the system directly and standing up for your young person's rights to supporting them to self-advocate because I can tell you what.

14:40.63

louisekuchel

Means.

14:44.94

Peter Hutton

You know you can you can fob off a parent. Okay, not that you should but you can. It's very difficult for a principal or a teacher to Fob off a young person who's asking for support. You know you you.

14:54.48

louisekuchel

Well I can tell you right now. My son just recently um and I wrote a blog about this my son just recently wrote a letter to his teacher. He had a it turned out neuro divergent teacher which was just it was There was so much irony and everything. Who asked all the students to write a ah letter introducing themselves because they didn't know each other and he wrote this letter that advocated for his needs and explained you know I need you know timeouts and things like that and um, yes, everyone just stopped. And so we do talk a lot as a parent group about self-addvocacy especially of the older kids 100% one ah hundred percent I guess um it's just and we are all trying to do that to get our kids to speak up for themselves. It's just also so frustrating to see. That the groups that we think a lot of the reforms can help go against you know, go against those reforms and so we feel there's block block and blocks and barricades to what we're trying to achieve together.

15:55.10

Peter Hutton

Um.

16:00.81

Peter Hutton

Yeah, please please don't please don't think I'm sending out a message that we should stop advocating and then you know like from you know year 7 leave it to young people because you know literally that won't that won't work. Um, but just keep in mind that.

16:08.28

louisekuchel

Um, no are dying. Yeah, yeah, yeah.

16:18.35

Peter Hutton

You know at the end of the day. This young person is going to have to self-advocate potentially with an employer. You know they're going to have to negotiate with a partner all of these things so it is important to build up those those skills The the other thing is look. You know people say is.

16:25.83

louisekuchel

Yeah. Yeah.

16:34.66

Peter Hutton

Dyslexia a disability or is it. You know like a difficulty. Well it's It's certainly pretty difficult to live with, but there's no doubt that it falls I'm just talking about Dyslexia In this case that that it falls under the you know the tag of ah of a recognized disability and I I encourage young people to embrace that tag.

16:43.24

louisekuchel

Are.

16:52.49

louisekuchel

O.

16:54.10

Peter Hutton

Because it offers them Legal protections you know like I don't really care what the teachers Union you know says about this or you know staff in schools. There's a legal requirement to accommodate disability and you know it's not an opinion they they have to you know we wouldn't you know.

17:03.82

louisekuchel

Yeah. Um, yeah.

17:13.31

Peter Hutton

Thank goodness moved on from the days where you know somebody in ah in a wheelchair and I think there's even still yeah dramatic room to go in that but you know that's that scene you know nobody would say oh look you know we're not having ramps in there and yet you know this is you know, fairly minor accommodation. Um.

17:24.83

louisekuchel

Exactly Yeah um.

17:31.78

Peter Hutton

You know I think I think we we should not hesitate to pull the disability card and if needs be um, take them to through the disability discrimination process.

17:42.32

louisekuchel

Um, well that's what we're trying to do. We just keep going. It's ah it's it's hard. But yeah, we get we you know we're starting to to make some progress I guess. I was going to ask you actually how has your own neurodivergence influenced you you've mentioned it quite a few times like has this? do you think this? This is what's got you to where you are today in terms of driving you forward.

18:10.39

Peter Hutton

Look there. It's an it's an interesting question like if you actually look at um, not only recognize dyslexics today but look back in history because you know it wasn't a condition. You could apparently rely on in the old days. Um, but you know like.

18:26.80

louisekuchel

Who.

18:29.78

Peter Hutton

There are certain telltale signs in like an incredible amount of people who have changed the world in markedly important ways like you know I'm not talking just slight improvements or capable leaders. But if you talk about people who.

18:37.27

louisekuchel

O.

18:46.23

Peter Hutton

You know through their inventions or through their thoughts have changed the world so many of them display strongly dyslexic traits you know and and that's true of some of the other neurodiverse conditions as well. Um, you know like yeah Elon Musk you know.

18:52.64

louisekuchel

E.. Absolutely yeah, you just mentioned D Long must to me before there's just so many people? Yeah yeah.

19:06.15

Peter Hutton

Ah, Bill Bill gates is now out and proud as a dyslexic. Um, you know it. It really is remarkable. So frankly I wonder what you know you neuro normal neurotypical people are doing because we're where.

19:17.62

louisekuchel

Yeah.

19:20.63

Peter Hutton

You know we we don't succeed in school but we're certainly pulling our weight moving society forward. So um, yeah I think it I think it has helped me um you know it was very difficult in those early days because you know I was petrified of writing on a whiteboard because I knew that my spelling would be.

19:23.77

louisekuchel

Yeah, yeah.

19:39.96

Peter Hutton

You know all over the shop and you know calls for laughter and yes I did all of those things. Ah I was just testing you out now come and correct the the mistakes on the board but you can only do that So many times really um and you know so I was.

19:40.20

louisekuchel

Who.

19:47.58

louisekuchel

So E e.

19:55.80

Peter Hutton

Out of the classroom. Basically as soon as I could and so within five years I was an assistant principal and I was then in the position where I could have a personal assistant who I confided my um, you know my dyslexia in and said look you know you're responsible for making sure I don't look like a fool in. Um. You know all outgoing correspondence. Um, but because I just see things in different ways like you know if you're dyslexic and you're trying to avoid I've got a crow in my background now. Um.

20:23.82

louisekuchel

I That's like okay I had a dog but I muted myself. So.

20:27.57

Peter Hutton

If You're a dyslexic person and you're trying to avoid detection which is let's face it that is the that is the you know that's why they're not disengaged in class because they are actively and engaged in avoiding Detection. You will Learn. To be honest, how to manipulate people and and get what you want? Um, so you know I cannot believe that crow I'm just going to go back if you're a dyslexic person and you know a large part of your day is.

20:48.35

louisekuchel

Who.

20:56.67

louisekuchel

Is.

21:03.81

Peter Hutton

Is trying to avoid detection and so you you learn how to um, get people to do things that you that you want them to do um and that as an adult that turns into leadership and you know makes you.

21:11.96

louisekuchel

Yeah, it's yeah so you think that's it Yeah, that's fascinating. So you think that's what that's how it's felt to you as you That's really great. Yeah, that's that's awesome.

21:25.76

Peter Hutton

Yeah, so like you know people sometimes talk about the gift of Dyslexia um I think that's too far and I don't think it's helpful either because some some kids do not have the gift. You know there's there's not much positive that comes from it but certainly.

21:40.24

louisekuchel

Oh.

21:44.73

Peter Hutton

Skills that you learn in learning to cope with Dyslexia um can hold you in in great stead. Um, you know the the other thing just you know and many of your um listeners will know this it. It doesn't actually matter.

21:50.38

louisekuchel

Who who.

22:00.77

Peter Hutton

How dyslexic you are or any disability for that matter it Actually it's the the greater impact is is how you feel about that. Um, you know that's what makes the difference so you can you can have mild dyslexia and and really be dragged down by it or you can have. Quite profound dyslexia and just find ways around it. So I'm not putting judgment on on people but mindset and self-image about whatever condition you have is just so so important and the evidence bears that out.

22:22.45

louisekuchel

2

22:30.45

louisekuchel

Yeah, yeah, excellent. That's a really positive um way of looking at it and thinking a bit more about your brilliant brain. Um you you have discussed in your Ted talk. The student- led learning concept and you've you've referred to that a little bit already I guess the question I have for you is what does student led learning actually mean and how will it resolve the problems of disengagement and exclusion for neurodivergent students.

23:07.36

Peter Hutton

Um.

23:09.13

louisekuchel

Because that's the problem. We're really dealing with is the disengagement that happens and the obviously exclusionary practices because of behaviour.

23:18.40

Peter Hutton

Really really, we've got the whole formula wrong in education because as I said we're trying to. We're using it as a sorting mechanism for you know who's got the best performance on a really narrow band of of skills. So The system is set up wrong wrongly. The the other thing that I always used to say to to students and and to staff is whose education is this like you know people used to say to me what are your marks like this year and I've gone I didn't sit you know like it's.

23:43.75

louisekuchel

O.

23:49.33

louisekuchel

Yeah, yeah, it's not you no.

23:52.76

Peter Hutton

They're not my marks. They're the young person's marks like my job is to create a learning environment that that supports young people to do the best that they can in a particular circumstance but I don't own those marks like 70% of its genetic anyway, like that that's.

24:03.92

louisekuchel

Um, yeah, exactly Yeah um.

24:10.65

Peter Hutton

That's the you know the inconvenient truth and you know another interesting little titbit of of information students are only at school if they sleep 8 hours a day. They're only in class for 17% of their waking hours. And at school for 22% if you include lunch and recess. So you know to hold teachers accountable for students marks is a bit of an overstretch I would suggest but getting getting back to your question you can see I don't think in linear ways. So you being very tolerant of me. So thank you.

24:35.60

louisekuchel

E e.

24:42.83

louisekuchel

It's okay I'm trying to follow you.

24:46.16

Peter Hutton

Hard task. You're doing better than most but you know student led learning essentially means that the young person makes decisions in their own best interests and so we had a rule that it was called yes is the default and essentially that means that any person student staff or parent. Who wanted to change the way they experienced education within the school. The answer had to be Yes, it wasn't up for discussion. It wasn't didn't have to be referred through a committee as long as it didn't take too much time too much money or negatively impact on somebody else.

25:21.70

louisekuchel

Who yeah.

25:23.10

Peter Hutton

So it was called the yeses of the default rule was actually recognized by Finland as one of the hundred most innovative education concepts in the world at the time you know, but but doesn't it make perfect sense. Why why should I like if it's not going to take any more of the staff time. It's not going to take too much of the school's money.

25:30.98

louisekuchel

M.

25:42.35

Peter Hutton

And it's not going to hurt anyone else. What right would I have to say no to a young person even if I don't think it's a good idea because it's their education.

25:47.41

louisekuchel

Ah, yeah, it logically makes sense and we knowing our kids and how they are and also I mean I guess I see Parallels with the whole behavior sanctions type approach. You know that concept of.

26:01.60

Peter Hutton

Are.

26:05.19

louisekuchel

Not giving them a merit or not giving them a demerit and watching what will happen you feel like you're being very brave to sort of take that away because it's your crutch. It's what you've always done. It's the way you've always done things but actually kids are motivated and particularly neurodivergent kids. Um. But are often motivated in different ways and so I guess you're taking away that um, that way we've always done it like you were saying did you have like a light bulb moment where you.

26:24.87

Peter Hutton

Are.

26:31.19

Peter Hutton

Are.

26:37.40

louisekuchel

Sort of tried it out or did you. You know how did you come about giving this student led concept an actual putting it into practice.

26:45.36

Peter Hutton

Yeah, look. It's it's an it's an interesting question. Um, was there a light bulb moment there there was I was running a yeah, an army cadet unit and you know it had 90 students in it and I watched these young people. Um. Um, a i' actually a pacifist so I don't know how I was running an army cadet unit but circumstances meant that it was and I watched these young people put together a training program for like 24 hour a day training program for like 90 students planning everything from like the logistics you know.

27:06.99

louisekuchel

Yeah.

27:23.52

Peter Hutton

Food training program dealing with the you know the personal issues dealing disciplinary issues, etc, etc. Everything that you know you can think of in a camp and doing to be honest, a better job than most adults that I'd seen running camps in a school context and then. So I just saw this like incredible self-organized community of young people and then I went back to school like the next week and I was walking down the corridor and I saw these same leaders. You know who had shown incredible maturity you know dedication massive skill sets. And I see them sitting behind a desk while some teacher is standing at the front just talking at them. They've got their hand on their face. You know like it's almost like smearing their cheek up to the top of their head just total disengagement and I've gone this is insane. You know we we literally.

28:09.29

louisekuchel

Yeah, yeah.

28:15.18

louisekuchel

Um, wow.

28:18.53

Peter Hutton

Have to flip this system so that young people are in charge of their own learning and when when I had the opportunity to do that. Just a little fact we had 98% parent satisfaction 98% not percentile. You know two are only 2 out of ah out of a hundred parents who were not either happy or very happy and that's amazing in a school of over 1000 and that was at templestone college. The student satisfaction. It's actually harder to keep students satisfied than parents parent but that was around sort of you know, 91% but.

28:44.70

louisekuchel

Um, yep are still.

28:54.99

Peter Hutton

Currently our kids in Australia are the third most disengaged in the Oecd. The third most disengaged you know, thank goodness for France and the slavic republic because we're the only we're the only country where our kids are ah.

28:59.15

louisekuchel

Um.

29:11.68

Peter Hutton

You know more engaged than those countries and yet we continue to ramp up standardized testing compliance conformity you know, like how how long do you have to keep doing something before you realize that you've got to change the formula.

29:18.65

louisekuchel

Um, yeah.

29:26.50

louisekuchel

Well, yeah, very good question and my question back to you about that is you've just said that parents were very happy with it Students I mean 91% They were very Happy. What are the fears. What are the barriers. Ah is it where is that coming from why if if this is the case that that everyone was so happy and everything was working so well and it was just a complete flip of what the normal way of doing things was why aren't Why aren't there more temple Stow. Colleges. What are they scared of.

30:04.26

Peter Hutton

I Do wonder why there aren't um, you know to be to be honest, the department were very reluctant to acknowledge the success of that we had at the school and not everything worked, um, not it wasn't nirvana by any means. But but I think we'd found some pretty good solutions to.

30:16.90

louisekuchel

No of no yeah.

30:23.42

Peter Hutton

You know, disengaged young people and like I can tell you before we started on this journey. The data was horrendous so you know and there was only one direction and that was up. Um, but I think because the department it wasn't their idea they hadn't thought about it.

30:28.59

louisekuchel

Yes, yeah.

30:40.32

Peter Hutton

So nobody wanted to embrace it because they weren't going to get the accolades like if you're a bureaucrat and I don't say that in a demeaning way. But if you're a bureaucrat. There is no advantage in you to approve anything other than the status quo because if it works you're not going to get the glory and if it goes wrong, You're going to wear the consequences.

30:57.72

louisekuchel

M.

30:59.85

Peter Hutton

So the whole system is actually set up to reinforce doing the same thing you know, um, and and people are just risk averse and look that's not ah you know that's not an unhealthy thing. We we want to be risk adverse but we shouldn't do it when we know like.

31:03.52

louisekuchel

Food.

31:16.95

Peter Hutton

Possibility of success by trying something new to me is infinitely superior to the certainty of failure which is what we've got at the moment like I can enroll you know a young person and I've done this and and I've looked at them and they come in and they're cheerful and they're optimistic and they're.

31:23.69

louisekuchel

E.

31:34.23

Peter Hutton

You know so looking forward to secondary school because you know they they haven't had a great time at primary and they they know about these things called electives and they think it's going to be wonderful and to be honest I could I could tell I could predict which kids the system was going to work for and this is even at temple store with the flexibility that we had.

31:42.78

louisekuchel

M.

31:50.47

louisekuchel

In.

31:53.10

Peter Hutton

But I could pretty much pick pick those kids who were going to be successful and from those that weren't and and in the end as I became more emboldened and yeah, arguably more experienced as a Principal I would I would take those parents aside and say look This is what I see in the future. What do you think.

31:56.39

louisekuchel

Who.

32:10.37

Peter Hutton

And they would go Oh well it happened with their brother you know or their sister or whoever it was and they said but we can't do anything and and I'd say well who says we can't because I'm not going to tell anyone if you're not going to tell anyone let's come up with their own individual program and those those kids were then able to.

32:23.33

louisekuchel

Right? yeah.

32:28.90

Peter Hutton

You know, go on and achieve some amazing things and and retain their positivity about school but the system doesn't reward that sort of thinking. In fact, it actively it actively punishes divergence.

32:36.61

louisekuchel

It's flexibility. Um, ah, it's so disappointing. It's just yeah yeah.

32:43.59

Peter Hutton

So well. The good news if I might give you some good news because I hate I hate um, sort of you know presenting a problem and not a solution. Um the future schools alliance of which I started at the. Um, recommendation of ah of an amazing educator called Professor Yongzhao who would have to be why he is one of the the most well-recogd and respected educators in the world and he'd he'd come and looked at Tc and we've we've written up in many of his books and so on and he said look Peter having one school is great. Having 10 schools would be better and so that was actually what led me to leave and then start the future schools. Um, and you know we started with 10 or we started actually with five five schools that's now grown to just on 100 schools. Um, and they're schools that ah they're not all like super innovative. But. They're wanting to explore you know what? future future focused education would look like and and they're willing to sort of play with ideas and learn more because you can't it's inappropriate to flip a school overnight but but you've got to build you know the capacity of the staff to cope with these sorts of things and that's what we try and do with.

33:46.44

louisekuchel

Are.

33:52.90

louisekuchel

Are.

33:58.57

louisekuchel

Yeah.

34:01.35

Peter Hutton

The future school but the good news is we're actually looking to try and start our own network of schools in 23 ideally in Melbourne and they will be amongst the most innovative schools in the world. So that's what we're That's what we're aiming for. So if any of your listeners. You know, just reach down the back of the couch and find a sly $3000000 please get in touch because that's the barrier that we currently have to to creating a new system of of independent schools low no fee independent schools that will change the life.

34:33.84

louisekuchel

Yeah.

34:37.34

Peter Hutton

But Neuro of is young people.

34:38.46

louisekuchel

Well, that's very exciting. We'd like that in New South Wales as well. I mean there are I do see other schools popping up that have these different models that seem to be more progressive. Um.

34:48.77

Peter Hutton

Are.

34:51.73

louisekuchel

Yeah, and so that that is good and and that's what we have I mean I know I personally advocated that to the federal Education minister and mentioned templeow college even though I hadn't met you yet because you know people are talking about these progressive models that are moving to the future and that's great and we want to encourage that.

35:00.96

Peter Hutton

Are.

35:11.42

louisekuchel

Um, it'd just be good if it was a little bit more if it was just more just more of that would be great.

35:14.86

Peter Hutton

Yeah, and and look the reality is it should be an an option that's available for every young person. It should. It shouldn't be only those who can afford you know private school fees or anything like that. It should be available to every every young person and it's a crime that it's not.

35:21.13

louisekuchel

Yes, yes, yes, yes.

35:32.67

louisekuchel

Yeah.

35:33.99

Peter Hutton

Um, we spend way too much like it doesn't require more resourcing like the templestone model actually ran more cheaply than than a normal state school did so it's not a case if we need more money to do it but we need more flexibility in terms of the programming within schools. Um and you know.

35:43.40

louisekuchel

The.

35:53.44

Peter Hutton

We've we've only got like know depending on the day. Twenty Twenty six million people in this country. You know we're not We're not a population of a billion people we need every one of our young people to be a success because if not not only is it. Ah, you know it's just immoral that we that we we can know. When we enroll our young people and particularly those that are neurodiergent in school. We can pretty much predict the success rate and yet we're prepared to as a society accept that that we know that we're going to fail a certain proportion of young people and you know aboriginal and torres strait islander people.

36:18.98

louisekuchel

And.

36:31.61

Peter Hutton

You know, young people with disabilities et cetera and yet we can. We don't We. Don't yell at our politicians. We don't We. Don't write to our local members and and demand and insist that that it's that it's every young person's right. To to a high quality education that's engaging and meaningful and appropriately adapted for their for their wants and needs and and it just it just it literally it literally just flaws me that we can you know that we can front up every day you know.

36:51.42

louisekuchel

Ah God Yes, sorry keep going. Ah yeah.

37:04.17

Peter Hutton

Vote in in whatever it is election knowing that we're going to fail you know, probably upwards of 40% of young people. It's just not acceptable.

37:13.17

louisekuchel

Ah, totally ah, 2 things I have watched people come into our community of you know to to talk about what's happening with their kids. They've got kindy kids age between you know, sort of 4 and seven years old and I have personally watched. Mum's talking to me and and telling me oh the first suspensions happened. Oh you know and the and I just it's like watching a train wreck. It's like watching a train wreck. You just know exactly what's going to happen. It starts happening and you're just sitting there feeling and that's what really drives me to do what I'm doing.

37:39.62

Peter Hutton

Ah.

37:49.59

Peter Hutton

Are.

37:51.56

louisekuchel

Second thing is I am so desperate for our community to start doing what you just said which is writing to the mps I actually literally I tweet I post um templates and I try and get people to. Write I give them the addresses of who to write to and I'm about do a survey of postcodes I Really want to ramp this up So I'm so glad you just said that because I hope people are listening and thinking Yes I Want to do something and get involved if we don't start speaking up. No One else is going to so sorry. Yeah.

38:20.71

Peter Hutton

The the other thing absolutely and look the the other thing is I feel like it is important but that's a very slow burn. You know, like if if you've got a young you know person who's Neuro divergent That's ah, that's a long term turnaround.

38:32.55

louisekuchel

Um, yeah.

38:38.66

louisekuchel

Oh yeah.

38:40.90

Peter Hutton

And that's why like to be honest, like the people that are working with us on this notion of the future school. You know we've got some very very big names backing this as a concept and there's nothing to stop us starting one of these schools in Sydney they're relatively low cost. Um, you know they're they're socially equitable because we and we.

38:43.34

louisekuchel

E.

38:58.83

Peter Hutton

We plan to enroll um you know 55% of people from low or no income backgrounds because they're the ones that are most disadvantaged um you know and and persecuted by the the current system but we we can start these schools.

39:03.50

louisekuchel

Um, yeah.

39:13.47

Peter Hutton

And and you know like I've got a roundabout at the end of my street going in and it's like three point zero five million dollars and we're looking for $3000000 you know from a philanthropic or um, you know could be a single donor who just you know is tired of the education system we can create these schools.

39:18.00

louisekuchel

E.

39:29.22

louisekuchel

M.

39:31.47

Peter Hutton

We've got the leadership. We've got the staff who can lead them. You know, Essentially I think we've got to create our own system rather than trying to change the system.

39:40.60

louisekuchel

You're right? You're right? and it would be you know I often sit here and think and say none of this is going to happen in my lifetime. It feels like such a huge hurdle. But I don't want to stop doing it and you're right? It is a slow burn but this would happen faster and would give access to to kids you know at least in the next.

39:56.69

Peter Hutton

You can start a school in in eighteen months so we've got the formula. We know how to do it all. We need is the funding and then we're in business.

39:57.77

louisekuchel

Few years. So yeah, Wow, let's do it? Yeah, Okay, right. How exciting So This all came about my question was going to be about how did the future schools alliance start, but you've explained that. Um so you you started the future schools alliance you're now looking at um, opening up these schools. What else is there.

40:24.71

Peter Hutton

Um, let let me say that's keeping me keeping me fairly busy trying to get these schools up and running um look I you know I Guess that's why we've got.

40:27.50

louisekuchel

Anything else on the horizon. What's it all about yeah I'm sure that's keeping you very busy. Is there anything I've missed.

40:41.95

Peter Hutton

So much support for this concept like it hasn't to be honest, you know your your listeners are the first ones to actually hear of this publicly like the future schools network know about these series of schools. You know we're going to largely structure the curriculum around entrepreneurship and social impact. Because that's what that's what drives young people these days like you know I it frustrates me when when I hear people running down young people and saying the world's going to hell and so on like this this generation are so powerful and so.

41:00.38

louisekuchel

Yeah.

41:14.40

louisekuchel

He.

41:16.91

Peter Hutton

Morally righteous compared to some of the generations to be honest, that have gone before like that they will save the planet but they need to be supported to do it. Um, you know and and I just want to try and I guess. Would just say capture some of their energy their enthusiasm and and allow them to to build their education around that like that to be honest, the the traditional education system. Um. You know was built for a bygone era we still have to cover it off. There's no way that you can be a registered school and not do that. But really, you can cover that in about 2 hours a day now that leaves you a lot of other time in these particular schools. We're actually planning on opening them. Three hundred and sixty five days a year imagine that as a concept all right now that doesn't mean that the young people will be at school for three hundred and sixty five days that we we basically couldn't cope if they were but there will be the facilities will be open.

42:06.57

louisekuchel

Oh right? or.

42:22.30

Peter Hutton

And there will be caring capable responsible adults there to support young people when they need or if they're running their businesses to give them access to materials, etc, etc. Like you know it's It's insane that in this day and age we still structure the school year around somebody needing to come home and plow the the paddock.

42:39.00

louisekuchel

Are all.

42:40.44

Peter Hutton

You know because that's why we have such long summer summer breaks you know, um we know that kids that come from disadvantage their results dip enormously through the holidays because you know they might not have books in the home or yeah, nobody speaks English in the home and and and so on so you know if if we really want to make.

42:53.21

louisekuchel

Um, yeah.

43:00.39

Peter Hutton

You know like Australia is the richest country in the world. You might not yeah, it's not known. But if you measure it by median wealth the the median wealth of the average person. It is higher than any country in the world surely if there's anyone that should have like ah a a world class. You know. Top notch education system that you know almost doesn't allow a young person to fail without their conscious effort to do so it should be Australia like we should. We should be that that nation and and like it would pay for itself. Exponentially.

43:27.76

louisekuchel

Yeah.

43:37.99

Peter Hutton

In terms of you know, reducing drain on the on the welfare system on the Justice system. You know you know, medical etc. You know. So why don't we do It is my question.

43:42.84

louisekuchel

Oh hundred percent this is yeah, really really concerning. Yeah, the prison system mm yeah well you sound like you want to do it. We've just got to get and more and more people on board to put the pressure on the government to make it happen find the money and and start it and just do it like you yeah can tell you just a just do it person which is what we need more of that I wanted I've got 2 more questions for you. But the first one.

44:02.69

Peter Hutton

Absolutely yep.

44:17.99

louisekuchel

Relates to the future schools Alliance. Um I have noticed that there are a number of schools with membership and I noticed on your website. You could be a member I just wanted to ask you what that's about because I've actually I was in I was in the office of my own son's school the other day and saw the future schools alliance post her up on the wall and I just thought oh. What? Okay so what does it mean to be a member of the future schools alliance.

44:42.60

Peter Hutton

Yeah, look I Essentially think that that our members and look it's ah it's a signal to the community that that that's the direction that you're wanting to go that you're starting to consider being more future- focused in in your learning. So Some people use it as a. As a signaling tool but there's a great and growing learning community of educators you know and we we run activities every week. Um, you know online where we hear from some of the most progressive educators in the world and and some of them are our own members.

45:03.00

louisekuchel

Ry.

45:08.16

louisekuchel

Um, yeah.

45:17.34

louisekuchel

Um, yeah I've seen. Yeah.

45:18.64

Peter Hutton

You know they're doing exceptional things within their own school and we invite them to share that practice. So some of them are you know? well-known like you know the biggest names in the world who in relatively small numbers. You get to have a conversation with which I think is fantastic. But you know a number of the schools bring.

45:32.80

louisekuchel

Um, yeah, yeah.

45:38.23

Peter Hutton

Bring along I was talking to a principal today. They've got a couple of their middle leaders who are not necessarily on board with the with the future way of doing things in education and so they've they've given them and them a membership and they come along and listen and gradually.

45:51.67

louisekuchel

Ah.

45:54.75

Peter Hutton

Drip feeding we're actually making some progress so that they start to see you know that there are other ways and that's what that's where we need to go. You know there are there are there are other ways of doing education that that ah you know that are empowering actually require less work like that's the.

46:00.32

louisekuchel

Right? Yeah yeah.

46:12.91

Peter Hutton

The other irony you know like we've got um teachers leaving the profession in droves you know more than 50% leave in the first five years of teaching because it's a terrible job teaching. You know if you've got to be a police person and you're punishing kids all day.

46:20.45

louisekuchel

Um, yeah.

46:29.40

Peter Hutton

You know that's not like you go into education to positively impact young people's lives and all of a sudden you feel like you're a youth detention worker you know and the money's not that good. So you just get out whereas you know when you're in a when you're in a school. That's you know, essentially built on.

46:34.22

louisekuchel

Um, yes, yeah, no well now. Yeah.

46:47.27

Peter Hutton

The empowerment of young people and and the empowerment of staff. It's an awesome place to work young people are like great to be around until you tell them to do things that make no sense like learn things that are not relevant. You know they get a bit strocky. Um.

46:50.79

louisekuchel

Yeah, yeah, yeah.

46:59.28

louisekuchel

Yeah, yeah, yeah, oh well I live with I live with two. So I totally know what you're talking about yours are grown up remember I'm still doing it. Um, yeah, and it's it's like hot and cold. Yeah, it can be amazing and then it can also be.

47:09.90

Peter Hutton

Um, yeah, and that's right.

47:18.23

louisekuchel

Ah, nightmare and often the fact the time it's a nightmare I've done something or my husband you know so you know.

47:20.66

Peter Hutton

Yeah I think that I think the other thing that I look this is just ah, an anecdotal experience but you know for for parents of neurodiverse kids often you bear the brunt of that behavior like.

47:28.81

louisekuchel

E.

47:39.40

Peter Hutton

Kids are amazing at holding it together. You know while they're at while they're at school because they they desperately want to try and appear normal as I did you know as a dyslexic person but you know particularly kids on the on the Autism spectrum etc like they hold it in like it's ah it's remarkable and then.

47:40.26

louisekuchel

Oh yes, yeah.

47:57.71

Peter Hutton

You know you can only hold that pressure in so long and then they come home and they you know they melt down or they explode you know and so you know sorry Um, yeah, yeah I know I know it would be many parents lived experience that they're talking about.

48:01.73

louisekuchel

Um, yeah, oh we know we know don't you worry? it's hard. It's very hard. Yeah. And so that's why we have such empathy for teachers as well because we know that you know either the masking is happening like you were just describing or it's the other way around and the behavior is happening at school. You know, either way it can go both ways but it's still perplexing and difficult to empathize with at the time and takes a great skill.

48:16.41

Peter Hutton

M.

48:24.11

Peter Hutton

Um, ah.

48:30.45

Peter Hutton

Yeah.

48:34.10

louisekuchel

Yeah, totally we get it. Don't worry and you know we are advocating so much and that's my final question for you is as parents are advocating at school and trying to work and re-educate the teachers every year about our kids and. These concepts come along like what we've been discussing today and we want to help our schools to come on that journey and understand what you've been explaining what what is your advice to parents particularly if they're in a school that's very old school if you like and very traditional. To try and get them apart from getting them to join the future schools alliance as a member is do you have advice about the sorts of things they could maybe do to try and change things you're gonna say move schools. No, you are? Ah yeah, okay.

49:18.65

Peter Hutton

I Do um but you're not going to like it I'm going to say move schools. No I am That's exactly what I'm going to say like I know it's not the thing that people want to hear and you would love to believe I would love to believe that my colleagues are open minded and and.

49:29.35

louisekuchel

Okay, who.

49:38.50

Peter Hutton

Um, you know, open to change but it depends on what sort of timeframe you're wanting that change to occur if it's in your child's lifetime or certainly their school lifetime. You know they will. They're very resistant like we're we're trained like to to deal with.

49:43.66

louisekuchel

Um, yeah.

49:55.86

Peter Hutton

You know difficult parents and essentially a difficult parent is anyone We don't agree with um, you know so like they'll they'll ameliorate you they'll wait you out. They'll you know say all the right things and then take no action. Um, you know and and that doesn't speak well of of the profession. But I think.

50:10.64

louisekuchel

The.

50:15.67

Peter Hutton

Any principals that are listening to this know that it's true that leaders that are on board will listen and they will take action and they will do everything you want. But if you get the message that really, you're just a nuisance and you're being sidelined pack up your bag. And find someone find a school that is being led and I have to say that the biggest difference is the leader in the school like it's It's huge. You know like the data says that teacher equality makes the most difference. My argument is the Principal Employs the teachers. Um, you know that that school leadership that cult.

50:39.67

louisekuchel

Yeah, yo yeah, it's massive.

50:53.89

Peter Hutton

That will go through the culture try and try and if you are going to move try and make sure that the person isn't yeah about to leave in the next twelve months but you know if they're relatively new. You know in their role find find a principle that's accommodating. Um you know and and and move.

51:00.52

louisekuchel

Yeah, yeah.

51:09.33

louisekuchel

Um, yeah.

51:12.23

Peter Hutton

What I would say got to be mobile these days. You know don't in. Don't hold hold the school lightly and also don't The other thing is to to remind you young person that school success in school is not hugely correlated with success in life. You know.

51:27.44

louisekuchel

Yeah, yeah, yeah.

51:30.75

Peter Hutton

You know you might have to just get through school but you know to me, it's all about learning confidence and and you know self um self-awareness but but growth don't don't leave education to the school not in its current format.

51:40.61

louisekuchel

Um, yeah, Well yeah, I've been through this recently with my older son just I. I Noticed that one of the things that you are very passionate about is I'll turnate pathways into tertiary. Whatever's going to happen after school and I'm now passionate about that too because I've seen what happens when you do kind of rely on the school too much or you know don't know what what your options are and yeah, it's ah it's.

51:59.18

Peter Hutton

Are um.

52:08.39

Peter Hutton

Um.

52:14.68

louisekuchel

1 that I would definitely focus on more in the future. Did.

52:15.77

Peter Hutton

Well, here's here's a little statistic for you open question to to your listeners what percentage of people entering an undergraduate degree use their atar to do so. So. Of all those people that enter an undergraduate degree what percentage use their at are now in a pre in yes in ah in a pre covered world. It was 26% in the last two years it's been under 20% so you know the first thing is it's a nonsense.

52:38.48

louisekuchel

It's tiny I think but I don't know what it is Yeah, that's what I heard wow.

52:52.26

Peter Hutton

So don't be defined by it. The other thing is university to be perfectly. Honest is wasted on the young. It's it's not the pinnacle that everybody makes it out to be but if you are wanting to go to uni. I would strongly advocate going out and getting some life experience first then going to uni and you only have to be out of out of school for 2 years and have done something you can't just be playing Xbox but if you're out of school for 2 years You're automatically am mature age student.

53:23.57

louisekuchel

Um, yeah yeah I love hearing you say that it's so comforting I could just sit here and let you say that to me all night but

53:26.54

Peter Hutton

Ah, then use the back door use that back door into into the tertiary course of you of your choosing.

53:36.32

Peter Hutton

Um, no.

53:40.47

louisekuchel

Because I learnt but I learnt the hard way that that you are so 100% right and we're not at the other end yet my son's still only 18 but there's so much talk in our community about these different pathways. We've got to stop holding onto what we did.

53:42.39

Peter Hutton

Um, and.

53:48.88

Peter Hutton

Um.

54:00.12

louisekuchel

And I'm I'm an absolute I'm an absolute victim of that. Um, is there. Any do you have any sort of mentors or resources or anyone apart from. Ah you mentioned this professor Yong Zhao Obviously someone you look up to is there.

54:00.48

Peter Hutton

Titling.

54:13.17

Peter Hutton

Yeah.

54:18.80

louisekuchel

What what drives you or is there anything we can do reading on or anything like that that.

54:21.70

Peter Hutton

Look the the the other person who I hold in enormous es sustainment and there are thought well there's a couple actually but pari soulberg professor Pari Salberg you know who who was a finnish educator of of huge note. Um, and has now become an australian citizen. Um, and you know probably most famous book is let the children play which is a great I would certainly advocate people read that book. Um, yeah, he is an exceptional.

54:41.55

louisekuchel

Ah.

54:58.27

Peter Hutton

An exceptional educator who really gets it. Um, the ah the other thing I did want to say was just to educators who might be listening um because you know you could easily take that I.

55:00.36

louisekuchel

Rap.

55:06.37

louisekuchel

O.

55:17.97

Peter Hutton

Don't think highly of educators and that's one hundred percent not true okay I you know in spite of what you might read the vast majority of educators that I've ever dealt with still love the kids want the best for kids. They just don't know they just don't know sorry I'm just gonna ask my. Goodly wife to take her shoes off oh get back in that office the joys of a home office. So.

55:37.26

louisekuchel

Shoes off.

55:49.74

louisekuchel

I Know saying well you've heard my son on the Vr. Ah so don't worry. Yes, so you you said you just said there's something else I want to to just say at the end educators.

55:54.32

Peter Hutton

Can I can I start that bit again. Um, yeah, yeah, So there's there's some,, there's something else that I'd like to say. And that's to any educators that are listening to this I do not want to give the impression that I am not a huge respecter of people who are working in this profession like I know the conditions that they face I know the complexity but the the biggest thing is I also know the restrictions that you're working under. And I often have um, you know ah be they teachers or principals etc system leaders going. But what do I Do you know and they they look to the minister for education or they look to their regional director or their Principal etc and there's this tendency to sort of like pass the problem Up. You know to to other people and and and make them responsible for the change. What I say is as ah as an educator no matter what your position in the you know the horrible Hierarchy. You've got to learn to Maximize. What opportunities you can for change so you know within your sphere of influence really lean into that. What do you think you might be able to get away with you know we we talk to educators and about this concept of being comfortable dancing in the gray and what I mean by that is all regulation. There's black.

57:20.79

louisekuchel

New.

57:25.40

Peter Hutton

And there's white but in every regulation there's gray space so you know educators generally because they like school don't like and are not familiar with being in trouble and that's a really destructive characteristic. They don't like being in trouble so they play it safe.

57:28.16

louisekuchel

E.

57:43.77

Peter Hutton

And can I say new south wales is the home of you know compliance? Um, and this fear of getting a slab from Nasa etc. And so you know become comfortable like.

57:54.80

louisekuchel

And me.

57:59.97

Peter Hutton

Dancing in the gray and yeah, you'll be called on to justify yourself. But you know as I said to the person that was in charge of me, You can't get rid of incompetent people. We're not going anywhere. You know like the the reality is you've got to do something pretty bad to lose your job so become become comfortable. Yeah, become comfortable.

58:10.70

louisekuchel

Yeah, yeah, oh yeah, especially at the moment. Yeah, absolutely yeah.

58:19.18

Peter Hutton

You know, really exploit what you think like I'm not talking about you know, doing anything immoral or illegal far from it. But if it's in the best interests of young people flex away like you know one of the other. Absolutely you know like we we work in an in an unnecessarily isolated system. But.

58:24.12

louisekuchel

No yeah, yeah, and and give it a go take the opportunity. Yeah yeah.

58:38.83

Peter Hutton

You know as somebody said and I love this saying when the door closes. You know the classroom you are the education department. Yeah, it's just you you know and happy kids don't complain. They won't rat you out. You know, like if they're enjoying their learning and you're treating them. Well.

58:45.20

louisekuchel

Um, yes, yeah, yeah, yeah.

58:55.59

Peter Hutton

They are not the ones that are going to be complaining and they will you know and they'll be more pleasurable to teach you'll you'll actually get better results.

58:56.77

louisekuchel

No way. Yeah. Yeah, exactly and then you really will have people off your back and you'll be able to continue and then maybe have some job satisfaction which is what teachers tell us they don't get because they're so burnt out and fearful of what's going to come next. So oh.

59:05.61

Peter Hutton

Um.

59:11.83

Peter Hutton

Absolutely yeah, yeah, the fear is often The the fear is often imagined I've got to say it's more. It's more imagined than it is real. Yeah yeah.

59:19.36

louisekuchel

Great advice.

59:25.50

louisekuchel

Do you think it's a confidence thing then yeah yeah.

59:31.31

Peter Hutton

Definitely and and also because you know we we watch each other like the the actual cultural definition is that it's a compliant dependent culture. But when you know we we all become more and more conservative and and we're just sort of spiraling you know to becoming more compliant more rule following.

59:45.70

louisekuchel

Um, and then expect.

59:50.72

Peter Hutton

There are some great educators out there like you know Mike Saxon you know, hats off to him Tim out at at at plumpton high you know like these people are recognized as you know top principles in the system like their award award-winning. Um you know principles in the system and boy they flex the rules.

59:54.89

louisekuchel

He.

01:00:10.70

Peter Hutton

And then they're rewarded for it.

01:00:10.90

louisekuchel

Ah, yeah, but we need them to be standing up and teaching the other you held up held up and and showing everyone else that this is how it's done and look look at the results you can get.

01:00:14.94

Peter Hutton

Held up. Yep. Yeah Greg Millis and Lukes Marsden Park one of the greatest schools out there like you know curum bena there are actually some really good schools in New South wales linfield you know? yeah.

01:00:27.63

louisekuchel

Um, um, that yeah so I was wondering whether you knew about them. We nearly sent our son to that school. Yeah, okay oh that's really good. That's fantastic advice. Thank you so much.

01:00:39.18

Peter Hutton

I know them? Well yeah.

01:00:44.29

Peter Hutton

No worries.

01:00:46.42

louisekuchel

Um, mean is there anything else that you you would love people to you've told us some fantastic information I'm very excited for people to hear but is there anything else.

01:00:55.30

Peter Hutton

Look you know and and this could be ah you know called advertising or a selfish plea or anything like that. But you know sometimes there is just that one person out there. That's listening and goes this makes sense and they have the capacity financial capacity to make an impact.

01:01:07.67

louisekuchel

M.

01:01:14.75

louisekuchel

Yep.

01:01:14.85

Peter Hutton

Right now if that happens to be you you know contact Louise she'll hook us up but you know realistically the only thing stopping us from making this a reality and and within a very short time frame is essentially the the funding to do so.

01:01:20.58

louisekuchel

Yep.

01:01:30.27

louisekuchel

Yep, well our community are desperate. We are desperate. You know we've we've just talked about all these schools. You wouldn't know it when when you hear our people talking.

01:01:34.67

Peter Hutton

Are.

01:01:42.99

louisekuchel

Um, about what's going on for them in their lives with their schools but particularly in the regional areas. It's really quite sad. So yeah I'm sure that with so much sort of need huge need and people so becoming so passionate and that's what I'm trying to create is people who are.

01:01:43.82

Peter Hutton

Um, ah definitely.

01:01:58.30

Peter Hutton

Ah.

01:02:01.34

louisekuchel

Have got some drive and passion to try and force the change to happen and speak up and have a say in this because we are all taxpayers. We are all voters and and we have an election coming up and things like that so we can really try and do something about this and.

01:02:04.68

Peter Hutton

Um, yeah. Absolutely yep.

01:02:19.40

Peter Hutton

Yeah, and just and look just just the reassurance to to parents that it's not them. It's actually not you. That's crazy. It's the system. Um, you know there's nothing wrong. There's actually nothing wrong with your child. They're just.

01:02:20.00

louisekuchel

That's what I'm all about anyway. So yeah, let's hope there's someone listening that can do something.

01:02:31.50

louisekuchel

Yeah, that is reassuring. Yeah yeah.

01:02:38.84

Peter Hutton

Just on on a spectrum of of just difference. You know So there's nothing. There's nothing wrong. They don't need to be fixed but their needs do need to be accommodated and we can do it like there's enough money in the system to do it. We just need to apply it differently.

01:02:43.56

louisekuchel

Yep, yeah, and they misunderstood. Yeah, yep, that's where i. Yeah, yeah, that's right? Well, let's hope we can do more and more of that in the future. It's been an absolute pleasure to talk to you I'm I'm thrilled that you came on and agreed to talk to me today. Thank you so much peter really really do appreciate it.

01:03:10.42

Peter Hutton

Most welcome Louise it's it's been a pleasure always as ah as I said at the start no favorite animal but I just love talking about education. So you've you've met my needs as well.

01:03:16.98

louisekuchel

Yeah, yeah, you've got a hyper focuscus like me which is which is a good thing. We need more people like us to do this and make it happen. Okay, well this is a bit with a music starts. So I'll sign us off now if you can just hang on there for a second Peter. Thank you so much for listening everybody.

01:03:25.42

Peter Hutton

Absolutely.

01:03:36.49

louisekuchel

See light. Ah.