

Education (General Provisions) and Other Legislation Amendment Bill 2024

Submission No: 1132
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Publication: Making the submission and your name public

Attachments:

Submitter Comments:

I disagree with having to justify what is in the best interest of my child, as his parent I am clearly the most vested in what is in his best interest and take great issue with any other entity telling me otherwise. It is true that he would likely be able to tolerate and "master" the school system, as an incredibly well rounded toddler that receives considerable care and conscious effort into his growing emotional regulation, his learning ability, his social and community connection and participation - our family STRONGLY believes in our ability to do much better for him in terms of his high quality education. He can have rich life experiences alongside his father and myself within our business, our travel, our community connections and social life, as well as having the freedom and autonomy to practice following his passions, fuelling his creativity and learning the self determination and innovation that will be required in this rapidly changing world. I do not believe schools are ability to cater to the individual in this way and at worst, I believe they remove autonomy and self determination by promoting extrinsic motivation over intrinsic motivation and creating an environment where children wait to be told what to do instead of learning and deciding what is best done by themselves. I disagree with the undue burden of having to adhere to a narrow and specified curriculum and having that defined as the only version of "high quality education". My near 3 year old has varied interests that would not be catered to by an outside curriculum. I watch his learning and development closely and provide opportunities based on his interests as well as providing incredibly large amounts of outside free play, which has been shown and acknowledged time and again as essential to human's biologically wired capacity to learn and despite this has been whittled away to near nothing within the school system. My son interacts with a variety of human beings on a daily basis, he is not confined to a limited amount of same age humans with one hierarchical leader, a very unnatural and constructed system for a human being to find themselves and by no means the ideal for developing social connections and community engagement. He has the benefit of my one-on-one support when he requires it and his freedom and autonomy the rest of the time, a benefit not given to most children within a system that is overwhelmed and overburdened by procedural, administrative and disciplinary requirements. I disagree with removing the grace period that is so essential for many parents making the hard decision to remove their children from the school system and requiring some time and space to get themselves settled and transition to a new life change. All of these changes are impacting parents WHO CARE DEEPLY about their children and are making hard choices and sacrifices in their child's best interest. As an indigenous Alaska Native woman who's Tlingit language was taken by a school system imposed upon my Grandmother - an educational system that very recently resulted in mass deaths of my people - I regard my choices to educate my family being limited by government with grave seriousness. Please do not make life harder for valuable contributing citizens and community members that are raising an empowered generation of human beings whose creativity and innovation will be required to heal and repair our world. I implore you.