IN MY previous column I was asserting that we needed to re-view the purpose of schooling and how we measure success. I was saying that we needed to put kids back in the picture, and to fuel their love of learning.

This previous column was written from a place of despair — having learned how more and more children and young people are experiencing fear, failure and anxiety in a schooling system that seems intent on disregarding who they are and what they bring.

This month’s column is written from a place of hope. This last weekend I experienced The School of Total Education.

The School of Total Education is in Warwick.

This school, led by dedicated and visionary principal Shane Power and a band of passionate, caring and knowledgeable teachers, is making a huge impact on the lives of children and families, and in the town of Warwick and beyond. You need to know about “the best kept secret in education”. Politicians need to know about this school. This is a site of transformation in education.

SOTE is an independent (Prep-Year 12) school whose focus is on nurturing each child’s character and learning through a distinctive curriculum. Children’s interests shape what happens. The school offers weekly programs for parents so that they feel supported in their parenting role. An amazing sense of community is the result.

The school, which began in Melbourne in 1971, but established a rural base in Warwick in 1981, was the vision of philosopher Vijayadev Yogendra. Vijay’s focus was on holistic education, education focused on the “whole” child. Under Shane’s leadership the school is informed by contemporary ideas as well, and the results speak for themselves.

As an early childhood educator, I share many of the same philosophies of this school. Of the importance of observing and responding to children’s interests and strengths, of learning that is meaningful, individualised, and hands on.

Too often in education there is a tendency to want to reduce children and young people to numbers, categories, developmental areas or competencies. But all areas of development are interrelated and interconnected. Children are whole people. Education needs to meet the needs and potential of the “whole child”.

I was invited to speak to the graduating students. It was an incredible honour to attend and contribute to the graduation ceremony, to see the school’s program and facilities, and to meet the teachers and students. Past students and teachers and community members returned to celebrate with the graduating cohort (would you go back to your school and see another cohort graduate?).

The 10 graduate students have some amazing achievements. Not only are they equipped with everything they need to face the 21st century world, they are excellent human beings. They are artists, inventors, scientists, sports champions; young people whose diverse strengths and skills mean they can choose from a range of professions and careers; young people with work ethics and resilience; young people who care about friendship, service, community, and respect. I was very impressed.

To these graduating students, and to others graduating this year, I send my congratulations.