

# The difference that makes the difference

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## **SPEAKERS**

Gersh Aitchison, Debbie Little, Gavin Kennedy, Mandy Walmsley, Creina Schneier

### **Gavin Kennedy 00:08**

Welcome to aid you think the podcast that explores education in South Africa so that parents can make better decisions for their children's futures? Are there enough adjectives to describe the past year and a half big ones like unprecedented, seem to have been overused, thus diluting the impact on our day to day lives. While the consequences of a contemporary pandemic will be with us for decades to come, some of the initial responses were a drastic shift from Normal to a new normal. One of these was schooling, which saw a boom in work dumps video teaching, and remote schools. And one of the important things that all of this has shine a bright light on is the advantage small, nimble and innovative schools have in being able to rapidly design, deploy, test and iterate hybrid solutions that work. Yet this is only one of the myriad differences between large and small schools. It's not unusual in this day and age for parents to enroll siblings in different schools. It's a reflection in fact of the world today and how we expect to be able to customize individual experiences. Today, we're exploring this topic with parents who have chosen not to enroll their children in the same school. Instead, they decided on two very different schools, one large, well known and private and the other with very small classes. What we want to know is why they chose these, what was the thinking? What was the reasoning? Essentially, what is the difference that made the difference? Joining me in the studio are doing headmaster Gershon Aitchison, and three parents who have done just this. Thank you all for your time and willingness to share your story and journey with us. Welcome. Hi. Hi, Gavin, let's kick off with you. Gosh, what is hybrid learning?

### **Gersh Aitchison 01:53**

Firstly, thank you very much for you taking time out of your busy days and your schedule to come and talk to us today. I think that the conversation we're going to have is very valuable. I think that a lot of parents are going to find value in the information and the stories that you're going to share. And I'm hoping that it generates a lot of thought and discussion without thinking about schools, about moving schools and things like that. So I just like to say thank you to cleaner, who has a son in grade 10, a drink, and Debbie has a son in grade five and a drink. And Mandy has a daughter in grade 10 at a drink. And as Gavin has said in the introduction, they all have siblings at other schools for different reasons. And that's something that we're going to explore today as well. Welcome, thank you very much for your time. Hybrid learning is a learning space where students can be in a classroom experience and a learning experience, either digitally or physically. And it makes no difference to that learning experience. And there are a few combinations that can happen in that space. The learner can be digitally in the classroom. While other learners are physically in the classroom with the teacher physically in the classroom, the teacher can be digitally in the classroom with all the learners physically in the classroom, or the teacher can be digitally in the classroom with some learners physically in the classroom, and other learners digitally in the classroom. Hybrid learning is synchronous, it happens immediately. And it's face to face teaching. Unlike online learning, which is asynchronous, where students can do the work at their own time and at their own pace. And there's certain deadlines when the work has to get done, there's very little face to face contact with the teachers. And a lot of the content is pre recorded. And the students have to work through it at their own pace. And they have to manage their own time and use their own discretion on how they're going to get the work done.

**Creina Schneier 03:45**

So how do you do that have a teacher digitally in the classroom with some kids digitally present, and others physically present

**Gersh Aitchison 03:55**

clean at the end of last year, we went through a very rigorous design process with the teachers and some external people to get an idea of what a hybrid learning space would be. And we did that and we prototyped it so that we could see what would actually work we had an idea. And what we found is that there were three elements to creating a hybrid space and making it very effective. The first was we identified that there's technology for communication. The second thing we identified is technology for work. And the most important is we identified technological behaviors. And if one of those three elements are absent, then the system collapses. It doesn't work effectively. So in a classroom situation, a hybrid classroom situation. Technology for communication is one of the most important things. And initially when we started the design process, conceptually we thought that there would be two monitors in front of the classroom, one with the students on a meet and one with the teacher presenting work that needed to be done, but the teacher couldn't see the student in the classroom. So that second month to actually move to the back of the classroom with a webcam on it, that allows the students at home to be the student at the back of the class viewing the entire class situation. And it helped create that immersive experience for the students who are digitally there. It also made sure that the students digitally were not lost to the teacher, they could see them physically in the classroom, even though they were digitally portrayed in that space. If they put their hands up if they spoke, and if they were engaging, the teacher could still see their body language still could see what they were busy doing. And their classmates could see that as well. And they could see their classmates engaging in that space, the biggest challenge in the communication was actually the sound. Because the assumption is that a webcam can do that. But we have to have a boom mic in the classroom to generate spontaneous conversation. So when we are having a discussion, we will say to the students come off your mics. And then everyone talks as though they're present. And obviously, the sound comes out of the TV at the back of the room. But it's capturing the entire conversation from the boombox in the middle of the classroom. That was one of the biggest barriers to effective communication and that immersive experience in that classroom.

**Creina Schneier 06:10**

So how do you deal with distractions of social media for those students not physically in the class.

**Gersh Aitchison 06:18**

So that's where the digital behavior, or the technological behavior is important. And we can't centrally do that, if a child has got another tab open. Yes, the teacher can see it on the eyeballs, literally, because it's reflecting on the eyes, or that they are distracted in the classroom. And we've all been on meetings where we can see where someone's checking the emails and not engaging. And that's part of why cameras on is important in the digital space, we need to see what you're doing so that you're engaging, you can't just switch off. And another thing that we do to get your mindset, right is that the kids wear their school uniform, if they are digitally in class, because you're still in class, you just might not be physically in the classroom, you're still attending class. So it's more about teaching them how to have the self discipline, to not do that, and encouraging them as expected at a drink to be engaged in the classroom discussions, etc. And if a teacher sees the child not engaging, they will address them and say, you know, if your son was online, Sam, what do you think of that question and asked him to contribute. Having them at the back of the class and in the teachers face like a normal student encourages their participation, because the teacher can see when they're not engaging.

**Debbie Little 07:30**

My son moved to Egypt last year, because he thrives in a small class, we found that the large class in the large private school wasn't working for him. And we are enormously grateful that he has moved not just because of the smaller class, but because the online school from home program at aging has been amazing because he has been following his timetable. From the very first lesson to the last every single day. My other child who's at the larger private school, gets what I guess you could refer to as a work dump. So we pick up a pack of work at the beginning of the week, he has one or two or three zoom calls a week for half an hour. And that's the extent of the face to face teaching. And the rest of the time, it's either videos, or we require to sit with him and work with him. He is young, so I don't expect him to be online all day, I think you'd find that very hard. But it's been very interesting to see the contrast between the two. And as I say, we're very grateful that our, our older child has the ability through age Inc, to be in his classes following the timetable, face to face with his teachers all day. And he hasn't missed a thing other than his the distraction of the tech. But that's something that we working with with him. And I think they have to learn how to handle technology anyway. So if nothing else, this is teaching him that as well as everything else.

**Gersh Aitchison 08:58**

I think there are a lot of adults who are facing the same demons, as your grade five son is and that is managing the tech and the distractions of YouTube or gaming in the workspace from home and getting the job done. I don't think it's a student only. And I think it just highlights how important the technological discipline is. Because I feel and I don't know how you feel in your different workspaces that the new normal is an expectation that you are able to work from home that you are able to self manage and to do self discipline. And even when COVID finished, I don't want our students to lose the skills that they've learned in doing this. It is unlikely that even at university level, that kids are going to be 100% in class. I see it as where the future is going. And I think the world of work is moving in that space as well.

**Debbie Little 09:51**

Well interestingly Ned bank has just announced that they're going pretty much home you can go in when you need to but the entire bank Other than the customer facing people are going to be working from home. So if they haven't got those skills, they're in trouble. At least our kids are getting them early. Because as you say, it's not going to change.

**Gersh Aitchison 10:09**

And I think what's important in that space, too, is that it's structured. And it's intentional. It's not just, you know, rigid, you know, you know, bashing them on the head, it's an understanding of personal growth and the EQ development, which is important as well.

**Creina Schneier 10:23**

Yeah, absolutely. I think just to build on what you were saying, I think this is the way of the future. And certainly all my work has moved on to a virtual platform. And we are very structured and intentional about how we engage, and we talk about distractions before we engage in a meeting. In fact, it begins before we're even in the meeting. Hence my question earlier, how do you deal with distractions, because I don't think distractions are limited only to our children. But I think that was really interesting to hear what Debbie was saying about a work done from a larger private school. Luckily, the other school that we were involved with, was very good at online schooling when they eventually got it online. But it was the peripheral issues that were very distracting that I didn't feel that the school sufficiently engaged, and certainly not for my son who's so easily distracted. So I think it becomes less a process of on the virtual platform, there's no one size that fits all. And when you have a child who doesn't tick a box of a mainstream, very driven, you know, wants to achieve takes initiative will do whatever is required, when you don't have that in your child, or in the person with whom you're holding a meeting or engagement.

You've got some challenges on a virtual platform. And so that's why I asked the question about distractions, because that's real, that's as real in any virtual context. So I think that's really important. And I think that's, you know, one of the elements of difference that makes a difference for me, is the personalized approach, you know, seeing an individual as a unique individual, and what goes with that, and what goes with that in terms of learning and what's going to make it easy for that individual to learn and access the learning.

**Gersh Aitchison 12:23**

I had an interesting conversation with somebody who matriculated last year. And in talking about what a drink offers, you know, adults have a different concept about what individuality and individualism and the promotion of that, you know, we talk about giving a child individual attention. And it was interesting getting the feedback because students seem to find that the individual concept is not about we seeing them individually giving them individual attention. It's about them being able to be individuals in a safe space, and explore the different phases and things that they're going through. So it's about not having to fit into a box, and being forced to be something that they're not. And it's an interesting view, because we're looking at it the individual attention and being able to look at them. And they're going no, that's not what's important about the individual side of things. It's about me being safe in a space to be an individual and explore myself as an individual and the uniqueness of that.

**Debbie Little 13:21**

Yeah, absolutely. What I can also say is, is the joy of the smaller classes with Edu in case you don't have 27 children on a zoom call, that I know some of the schools are doing. So I think it's I don't think there's any easy decision here on the online learning. They're trying to keep the children engaged, but you have one class teacher, and 27 kids, so she can't even see your entire class. Whereas at least with a drink, we know that the classes are small enough that there's one on one engagement at all times, and they can keep an eye on on the little guys, especially ones like mine who are distractible.

**Gersh Aitchison 13:59**

It certainly has been an advantage in the current circumstances where edulink class size of 10 students has definitely played a role in that. And in the younger grades, it's even smaller than the student teacher ratio, which we protect and curate deliberately, because it has so many advantages. They'll be one of the things that you said was that you moved your child to a drink because of the small classes. And I'd like to dive in a little bit deeper. There's a lot of studies about class size and the effectiveness of different class sizes in a learning environment. What are the advantages being of the small classes for your son?

**Debbie Little 14:36**

I think he was just getting lost in the bigger classroom. He was being left behind. And I don't know that in a bigger class that a teacher can keep an eye on every child. And I think it's an incredibly hard ask to appeal to the end stimulate the children who are way ahead and in catching on. And then the children who are battling, you know, where do they put their attention? You losing half your class, whichever way you do it. Where is it aging, because the classes are smaller, the teachers are much more able to stimulate the kids whichever way they need to. So my son is excellent at some things, and he battles and others and the teachers know him, Well, they know where they need to step in and assist him. And when they can let him run with something. And if they are working with him, because they're not a huge amount of other children in the class, the other students can get on with it without the teacher having to drop the ball with him. I know he feels heard he feels special. It it's just boosted his confidence immensely. And we could see that that was what was taking a big knock. In the bigger classroom.

**Mandy Walmsley 15:46**

Setting was mentioned earlier, like when we first started this beginning of last year, March last year that we actually all go home and start doing this event. Eden is very golden, for a variety of reasons. But my younger daughter who is also at a big, mainstream private school, she seems to approach it very much like she was on holiday. And so eventually, I also had eaten complaining, this is not what she wanted, she wants to go back to school, she wanted to see her friends, she wanted her life back. And I said, well, sweetheart, there's no point in complaining about this, I'm not controlling this. So everything happens for a reason, you're about to learn an amazing new skill. I don't know why you're going to need it. I don't know why the universe started to teach you this, I'm telling you to run with it. You have choices, I both of them have got to the stage at school that I don't know what they're doing, they use maths doesn't look the same. If they don't even use the same words anymore to describe the stuff that we did at school. I have kind of outlived my usefulness from an education perspective. So you need them more than you need me here for an education. And my 40s I'm done. It's your turn. So you can wander around the house watching TV making excuses, lying, sloughing about your heart's content. I'm not the one who's gonna fail. Grades, what are we an eight, and we're gonna fail if you are. And if this goes on for a decade, we even four years or five years, you will do yourself out of an education, not me. So you need to approach this as something that you want to do. And I need you to get your brain right. You don't sit in front of your laptop and do what you need to do and learn these skills in case you get punished. Because that that does nothing. It's like It's like eating a salad. Because mom's gonna shout at you that your pants are tight. You have to want to eat the salad for yourself. Because what would you do if I'm dead? Just get fat. That's it. That's silly. So I need you ladies to approach this as if it is something that you want for yourself. Everything required has been provided for you. How you work with us, has got to be your decision. I'm not going to police it. I'm not going to monitor it. Should you choose to fail the year because you can't work on your laptop. Those are your choices. And you can't say yes, but it doesn't work. It doesn't work because 30% of your class got their act together and they got to work. So therefore there's nothing wrong with you. You do it. So I'm not gonna bother you. I will pass your room and say goodness me painting your nails again. Possibly maths lesson this week at all. And if you lie to me, that is also fine or for simply keep working. I'm not interested. You need to take care of this. I can't police it. I don't want to police it. I don't like me as a policeman. And neither do you.

**Gersh Aitchison 18:43**

So mainly when did that conversation happen?

**Mandy Walmsley 18:45**

within the first two weeks of online schooling. It you Inc got the ducks in a row. So fast. The other school is super duper tech school with this super fancy highly expensive, we don't negotiate you will have this machine or die attitude. They took a bit i was i was amused. So it was a week of that. And I was watching I mean even as good as she is She also needed to be pointed out Stop whining whining but but advocate a wanting time and then get on with it. You're going to do yourself a disservice not me.

**Gersh Aitchison 19:22**

And 18 months later

**Mandy Walmsley 19:26**

Eden is running with it. They both want to go to school they want they want their friends. They want to giggle they want to they want to do things. My kids have unlimited access to their phones. They have unlimited access to data. I'm also not willing to police that these are the sites and conversations I would prefer you did not have online. I don't know how to work your phone. So if you're indeed doing things on your phone that you should not are more involved. Can't be the policeman all day every day or refuse to go through phone or refused to hack into your computer. I don't know what you're doing on that thing. Just don't do anything stupid. So your question was, uh, now that both of my kids have seemed to got the ducks in a row, the younger one? Yes, I think a

firecracker got under her chair as well. But still, she spends a lot of time during the school day, wandering around aimlessly, rummaging through the fridge, painting her nails, there's a lot of nail polish in my house. She paints her nails, she's on the phone with her friends. If you day to knock on Eden's door, you get a death state. And was that because Eden is working? Here? Eden is so focused, and she's also not left alone. Often. I say to the younger one. What the hell? Are you downstairs again? What are you not working today that the day off? And she'll say, Oh, no, I'm in class. Well, that's interesting, because you're not you're in the kitchen, and you're in the fridge again. And she'll say, Oh, no, it's this lesson or it's that lesson or it's a service of some description. Do they not know you they couldn't be bothered?

**Gersh Aitchison 21:08**

So something What you said is resonated with Debbie?

**Debbie Little 21:12**

Yeah, absolutely. I one of the things when I was thinking about what worked with the the online program with EG Inc. is my second either routine. Yeah, I think children, they they get up and they're at their computer at 730. And they following a timetable. So they they didn't have the fear that a lot of children had, when they were told, here's your work could do it in your own time. I think it's a big pressure to put on children, especially when everything else is falling apart around them or feels like it might be the one thing that you gave all the children is that that structure and that. I mean, they knew they had to be in class, there wasn't a question about it, get in your uniform, and sit down and go to school.

**Mandy Walmsley 21:51**

And Adrian can see them. That makes a big difference for Haley because the teacher actually doesn't know whether she's painting her nails or paying attention. also helps

**Gersh Aitchison 22:00**

y'all and it's a non negotiable being able to see the person. No, it's part of our human contact.

**Mandy Walmsley 22:04**

But it because people know she's not there. Yeah, it's an issue. So she was the other kid. Nobody knows where she is. In fact, she's never Russian. She's in the fridge.

**Creina Schneier 22:15**

Now, just quickly, I was concerned, obviously, we all were because we didn't know what we didn't know. Right? You're standing on the precipice of the unknown. And I think we still are. But I was absolutely speechless. speechless. And you know, my sense how you'll understand this, to find that he had responsibility. I didn't know he had or felt. But he was up every morning dressed and in front of his computer. I was I was absolutely speechless. So he really has, he loves schooling online. He sees all his friends as much as he needs to, for him. He does still want to see his friends and he seeks social contact in person. But seldom, he's thriving, he is thriving. And the one time he was not online when he should have been, I was notified. So there is a systemic approach at Edu Inc, that we are all aligned. And when there's misalignment, I know about it immediately. And so we work together.

**Mandy Walmsley 23:21**

It's it's phenomenal. That works. It's it's brilliant. And because of that as much as possible, so I try to make it their responsibility. So I don't have to police it. Every now and again, when I'm notified that something has gone awry. I then know to ask her. And what's the problem? And every time this has happened, it has been a legitimate thing. Well, that's great, because if I if somebody hadn't found me from your school, I wouldn't have known you

had a headache, would you like a tablet? Because I'm not even quite right. They take over their own lives. It's fantastic to see. And that's actually explained that whole concept of the other day, we want our children to be dependent on us forever, because we love them. And at the same time, the first time the little truck washes her hair by herself. You're so incredibly proud that she can. But there's a sense of loss that I no longer have that job. And it's the same with everything will be the same the first time somebody gets a driver's license, it'll be Oh my god, I'm so proud of you. And that is one more point where I become redundant. So I'm loving what I'm seeing. And I love the fact that I'm only notified that even is actually in her bed not feeling well not at school because the school had me that she's not online. Maybe it's not supposed to be like that. I don't know what anything is supposed to be like anymore.

**Gersh Aitchison 24:43**

I find it fascinating that parents and teachers can gauge this success with the kids by the level of redundancy that they have in terms of how they think how they engage. And I think that if you're feeling redundant As a parent, and if you're feeling redundant as a teacher, it means you've done your job properly.

**Mandy Walmsley 25:04**

Oh, thank God, I need to hear that. Because I think at the moment, all I am is transport and I've got my 13 year old telling me that I drive badly. Mom, there's a flicker for this.

**Gersh Aitchison 25:14**

I think I think the redundancy kind of stops at the ATM, because I think they'll try and be as heavy as the ATM as long as they can,

**Mandy Walmsley 25:23**

or your bank card. But I've managed to shirk that duty as well. So

**Gavin Kennedy 25:29**

we've spent some time talking about why you've stayed with edulink over the last 18 months during the pandemic. But what I'm curious about is why you decided to take one of your children to edulink. Before this was even on the radar.

**Creina Schneier 25:43**

I think the mainstream private school clearly was not working for my son, he is not mainstream, in that he is not a self driven, high achieving, I think he is but not in the way that many children are. And so he was lost, he was in a very desperate place for him. And my husband actually suggested that we have a look at alternatives long before I wish to because I really believed that we were at we were in a Rolls Royce. Eventually, my husband turned around to me and said, What is the point of putting our child in a Rolls Royce if Actually, he needs a beetle, and he'll really get a lot out of a beetle. And then we started looking. And I think when we made the leap, it was a leap of faith. I did a lot of research I did as much as I could. And there wasn't, there wasn't enough, there was never enough. But we took the leap of faith, I think the trial week was exceptional. And I think that what started standing out for me was a generosity of spirit and time, that for me started making a distinction between what I would call the practice of education versus the business of education. And for me, a drink has been about the practice of education, rather than the business of education. And how I've seen that play out over these years now, I think we're on to two and a half years, goes quickly is that, firstly, there's absolute transparency with regards fees and monies asked for. And there's not a continuous conversation that happens throughout the year. So you know what your info at the beginning. And at the end, that's what you've been in for. So that's the more transactional level of, of business and practice. But for me, and for us, what's been far more important is that there's been a distinction in my own experience, and my own family's experience, and everybody's right. But

only partially, and this is my experience only. But this is the difference between values that are espoused and values that are loved. And for us, the values that are spoken at edu and call those that are loved. Were in the practice of learning and teaching, not only for the child, but also for the parents. So I I've been learning, I've been learning about different approaches to parenting. And I also just love and this is something Adrian shared with me, at the very, very first meeting we had with Gershwin and Jackie, was the IQ, EQ and aq and what I remembered by the aq, so you've got your IQ, that's the teaching, that's the thinking stuff, you've got your EQ, that's the feeling stuff. But actually, the techie hits the tar with the doing stuff, and that's the application stuff. That's the accountability, I think of it as accountability quotient. And actually, for me, that is what is going to help prepare my child for the real world and the world after a drink. Because you can do the thinking, and you can do it in a Rolls Royce. And you can do the feeling. Yeah, you can. But the actual doing with a techie hits the tar is in the application, and then the accountability and the consequence management and what is a deal and what is a sanction, if the deal isn't kept and all of this is life. This is this is what's going to help beyond edulink you know, if it's in the afternoons in the evenings beyond a drink because life happens or if it's after matric this for me is a very, very important distinction.

**Gersh Aitchison** 29:48

So, did you trade the Rolls Royce in for a beetle?

**Creina Schneier** 29:52

So, that was no you know, I actually didn't give it much thought was going to say that and then I was just saying But I really did believe and I mean, these private schools offer the world, right? The extra curricular Walter wall, the Walter wall subjects. But if you've got a kid who has no self conscious confidence or sense of himself, in a robotics class or whatever, you can't access these things. And I don't feel we've we've we've had a trade and not for my son, not for my son. And so therefore, I don't think it's I think it's twofold. I think that the half of it is the school. But the school has to be able to adapt to the child. And my child is now in a school that sees him as an individual empowers him as an individual actually gives him a voice and then listens. And it's not just yourselves as heads, but it's the teachers. It's the teachers with whom we've engaged. So I think this is, this is what pads off the beetle and makes it a Rolls Royce,

31:09

actually,

**Creina Schneier** 31:09

because for my son, he's now in more of a Rolls Royce than he was. Before. He is I don't agree with that.

**Gersh Aitchison** 31:19

I think it's one of the things that Debbie had mentioned, and you mentioning that as well is having a voice. And the teachers knowing your child, you also spoken about the confidence levels. And I think it's about showing an interest in another person. As soon as you show an interest in another person, you're validating them, and you're seeing them and they are going to be heard. And that's what people need. Because as soon as they get that the confidence, I am a person, I have something that's interesting that I'm unique in my own way. And I think it's in exploring that interest in somebody else that we can create confidence. And it's not just in children, it's in within your peers, it's within our social circles and things like that. And I think that's with genuine kindness and caring come from as well as showing an interest in somebody,

**Debbie Little** 32:11

I have to say that one of my best experiences with a drink is when I collect my little boy, he's one of the youngest in the school. And almost every time I've been on the campus, the older boys are greeting him and saying

goodbye and saying, Let's play soccer tomorrow. And there's so few schools, where the children treat each other with respect like that. This the competition, especially in the old boys, private schools is massive. And it starts very young. And my son is not a competitive child, not not in that way. He's a kind and caring kids. And he he just didn't fit in from that point of view. So to go to a school where he feels embraced and welcomed and part of the team right from the get go. And he isn't put down because he's the the little guy and he has to earn his stripes was it was such a refreshing thing for us. And it's an it's made him blossom, he is confident he's happy, he skips onto that campus, he checks to everyone as if he kind of he's been there forever. You know, he's he's a very happy child and a very happy space. And wherever your children are, they need to be happy. My youngest child is very happy where he is in our in the other school we love it. It's a it's a fabulous school, it just wasn't the right school for Ali. And I think that's really important is to look at your children and pick the right school for them. Don't put them through 10 years of, of hell. Because you believe it's the right it's giving them all of the right things because often that's all it does is knock their confidence. So they might walk out with a metric, but you know, they're going to university and and fall apart. Or they have lifelong issues with their self confidence. You know, I think in the end, all kids just need to get through school as far as academically and do their best they can. The best thing you can do for your children is put them in the environment that makes them blossom and give them the confidence they need because that's what life's all

34:07

about. Not all schools are created equal. Choosing the right school for your child is one of the most important decisions that you as a parent can ever make. Education incorporated is a registered private school in four ways. with very small classes focused on academic excellence by prioritizing the best interests of our children, we guide them to become the very best version of themselves. Visit education incorporated koza and decided our vision and values match your aspirations for their future education Incorporated,

**Gavin Kennedy** 34:36

make the change. Great you you've made an observation that you perhaps didn't notice that you should be considering an alternative school. I'm curious to explore that. Mandy, when did you go This isn't working we need to look for another school. What was the thing that alerted you to one of your children not

**Mandy Walmsley** 34:57

before I moved Eden ice Or to acknowledge that this was a bigger problem than I could control. And, you know, it was low. took a while to notice, she didn't smile anymore. The Happy laughter which is during throughout the house didn't happen anymore. I mean, at one stage, you know, these fancy private schools, they allocate your whole 12 minutes, once a term to check to the teacher 12 if you're lucky, and I, in fact, stop bothering to go. And so the teacher quoted me one day and said, many you've missed your appointment. And I looked at her and I said, I'm aware of that. I'm very busy. Can we do this next week? She said, Absolutely not. I located those days for it. So I think it was exhaustion around pot. I just said, You know what, I can't be bothered to make that appointment if I'm honest. She said, Why? I said, because you're going to come if Tim said, My child is crap. And I already know that. And I walked away. And then I thought, Oh, my God, the fact that I've even said that, we're not in a good space here. I feel that this is what I feel the teachers are saying she didn't want to go to school, she hated every part of it. She stopped laughing, she stopped smiling. She started to become mean and aggressive at home, she started to refer to herself as stupid, and is worthless. And, you know, I fought the good fight, I kept going, and I kept going. And then I kept mentioning to her, I'm like to look at other schools, I'd like to look at other schools, and she refused. She wanted to stay there. And it was, actually a year later, she came to me and she said, I'm ready. Please take me somewhere else. So I started the quest. And somebody else recommended a drink. So I went for the meeting. And I liked what I saw. My initial thought was great, these people will fix what the other school have broken, and then I can send her back. And I was like, I want to be told that we don't fix them so that the other schools can break them. That's not what we do. Do you remember that?

**Gersh Aitchison 37:10**

Not at all. Something I would have said,

**Mandy Walmsley 37:14**

Not at all. So I said, Okay, all right. Well, you know, it's my concern was that it was little, that there were not a lot of kids. He didn't was a sociable child. She's a busy girl she loves for ci. she just, she doesn't regret it and you don't see it. It's subtle, it's subtle, and anything But hang on last birthday. When you looked at the photographs of last year's birthday, there was still a twinkle in her eyes. Now there's no twinkle. She's not the same child anymore. So anyway, so we do that. And at the same time, I'm having conversations with her current school or her fancy private school. She's about some of the marks that I'm seeing coming through. And nobody seemed particularly interested, in fact, to think that the clincher was when one of the heads I said, you know, what do I do? Where do I go from here? And she flapped her handed me across the table and said, Oh, God, I don't know give her more drugs. I will never forget that day. And I knew that I was taking my child. How do you just say to me, Oh, we don't know, give her more drugs, get her to tax and I'm doing that I'm looking at another 40 grand a year alone. What did you people do with 100 and 2008 a day view. And you can the conversation was over. So at the same time he didn't was not at a during for a week. And I gave him the fancy books with the with the colors on and you need to reintroduce that with all these lovely pictures. And after I fixed it from school, I went to a coffee shop because kid number two was doing dancing and I needed to look for an hour with Ed. And what does the child do? She whips out her fancy kind of a book that she'd got that day on day one. And showed me the maths that she did how many fourth my chairs to sit through. Who are you? Since when? Do you ever show me anything? And since when are you ever excited. And that was the time I knew. You know, I didn't know whether or not to use your analogy whether it was a Rolls Royce or a beetle. I really figured out that option one was looking rather more like a donkey cart than I was willing to accept. And at this point in time, I didn't care whether the other one what it was. I just knew that my kid had to go there because she smiled at me for the first time in six months. And if she's happy, you can do anything in an environment that you were happy but you can be in the best possible place with what she said all the all the toys and the bells and the whistles. If your heart is not there, she will not achieve. I was told to stretch my face your child. Add is so bad. She's an educator double my child gets married certificates for equity. Next for me doing, there's nothing wrong with that child is nowhere near stupid. But that's what I was told

**Gersh Aitchison 40:07**

Eden's been with us for five, six years now,

**Mandy Walmsley 40:09**

you got to hear to integrate five. In fact, she flat refused after her November trial week to go back to the other school and I informed her that she needed to because she needed that worthless document called a report. I had to bribe her, I think I had to buy her stuff from new hobby to get her to go back. Actually, that started a rather expensive addiction that we all fell prey to, I must be honest, I'm not allowed to go to that shopping center anymore.

**Gersh Aitchison 40:38**

So one of the words that there's two concepts that have been thrown around here that I'd like to just clarify a little bit and get your input on. The first is you referring to mainstream schools. And, you know, I described a drink as a mainstream school that is small, because we are doing exactly the same as the big mainstream schools. So maybe you want to add something to that

**Debbie Little 41:01**

Andy. Oliver is also ADHD. So he was finding a large classroom difficult. And the only solution was to add on extra, so he had to then have a, I think they call it the middle room where he goes, and he gets separated from his class to get x ray, because they they just needed to take some of the children are to give them the the attention they needed. And then he had to have speech therapy, and then we had OT, and we were looking at remedial. And ultimately, when we actually added all of that up, it was it was eye watering. And it was making him feel different, and stupid, and everything, all the things that come with it. And in a boys school, all the other boys start to comment on it, and it starts to knock this off confidence. So when we were looking at options, the only option we were presented was remedial, but my child is smart. He's he's got a high IQ, he just needed a different way of being taught. And that's where he just stepped in. And they fill that gap beautifully. You know, it's a, it's a mainstream, quite high pressured school, but the pressures put on the kids in the way that they can handle it. And when they rise to it, you bring the best out of these children, you produce the most incredible results that you don't think your child can achieve. And they wouldn't achieve in a big classroom.

**Mandy Walmsley** 42:23

Does she have a number?

**Gersh Aitchison** 42:24

I don't know, I know that all these children do have a number, we have a system that I put in place when we started the school. But I don't know what the students numbers are. The only time they get allocated a number or known as a number at a drink is for the final metric exams.

**Mandy Walmsley** 42:36

Maybe that's the difference when you because I see what you're saying you are mainstream, you're doing precisely the same thing. It's just isn't 1000 kids.

**Gersh Aitchison** 42:47

So the second thing is that everyone's mentioned the social side of things. And one of the biggest questions that I get from prospective parents is, you're a small school, you fill it 100 students, currently you're sitting at 75, my child's a sociable creature, and, you know, even more sociable, Hayley is sociable. I always say to them that the social element of a drink is not an issue. Can you just talk a little bit about that, because I don't feel that any of our children are sacrificing their social lives, to be at a small school and get the quality education that they're getting?

**Mandy Walmsley** 43:20

Can you I believe very much, it will be as it is, as it's meant to be. There's an awful lot to do with divine timing. And he didn't make incredibly good friends at a drink. Here, she's got four close friends in the other place, you had four close friends as well. The way or possibly I could look at is that she had a pool of 70 kids to pick the ones she liked the most. Here the pool was smaller. It doesn't mean that the ones the four she's picked at edgerank are less marvelous, she would have picked the same four out of 100 girls. Those girls have been put in her path for a reason and vice versa. And I'm very happy in fact, the quality of friends that she's made at edulink I prefer them do nicer people. Their parents are nicer people.

**Gersh Aitchison** 44:09

They're all in her grade why there's some

**Mandy Walmsley** 44:12

older Some are younger and that's something else that you mentioned earlier was that this seems to not be if you're watching my grade we can't speak to you. Everybody talks to everybody. I don't even know what grade

half her friends are in because it's relevant because that's that's a label we can't talk to her because she's a grade eight. How does that work? Is she a nice person so so those boundaries have been removed.

**Debbie Little** 44:35

I think it's also important to remember that your children don't have to be at the same school and in the same class with their friends incessantly are my little boy is very sociable and has has his big class but he tends to play with the same three or four boys anyway. Oliver has kept in touch with his friends from his previous school and we have playdates and and birthday parties with them. I don't think it's that relevant. That objection I You know, I do think that educating the children definitely all interact with each other. So you're not if you know all of us in a class of two, which might have worried me except that the next class up has another five little boys and they all play together and then they play soccer with as I said, with with a whole lot of the kids there and and I love the code side of things we we come from a previous school was an all boys school. And I think it also takes away that competition and and the grace of nature that sometimes arises with all boys schools, and he he's learning to interact with girls, which suits us because we have two boys at home. And yeah, the social, it's never been a problem for us there. He's very happy to chat to the children of all ages and get on with him.

**Gersh Aitchison** 45:45

I think in fact, Eden is his mental with his orientation, some of the work that he has to do.

**Mandy Walmsley** 45:50

Yeah. She mentioned that. So

**Gersh Aitchison** 45:52

he's engaging, I think rectangle and having to absolutely,

**Mandy Walmsley** 45:57

you know, that that whole social thing, it comes up in the beginning as a possible impediment. The same thing you Inc does not offer hockey. That's one of those things, you don't stay at an institution because they have hockey.

**Gersh Aitchison** 46:12

So what is what does he do for her hockey

**Mandy Walmsley** 46:14

simply enrolled into club hockey?

**Gersh Aitchison** 46:16

So there's another social circle,

**Mandy Walmsley** 46:17

social circle, and that's what I say to these things are meant to be as they are, yeah, even receded to such a degree. By the time she hit a drink. I mean, she still still bleeds about it, almost like it's a badge, I am socially awkward. She declares, as if I get to leave her alone. No, I do not.

**Gersh Aitchison** 46:34

Well, I bet no single teenager isn't socially awkward in some way.

**Mandy Walmsley** 46:37

sort of said, you know, you sound like you have horns. And you're, you're fairly average looking and not ugly. Because I say they just irritate it, and it works. But you get off your head, go and do something, going to club hockey, do something else you want to join the gym, let me know pick one, these are your options.

**Gersh Aitchison** 46:54

And I know all of us engaged in other activities after school as well.

**Debbie Little** 46:57

He plays golf, and we have a soccer that he goes to every week. So you can absolutely find sport elsewhere. I was amazed at how many children in the previous school. Were not only playing the sport at school, but were in the club anyway. So you know, it's it's not they're really doing that anyway. So I wouldn't see that as being a barrier to entry to go into not at all

**Mandy Walmsley** 47:19

it's perceived as one. But when you get there. It's actually not it's not an issue.

**Gavin Kennedy** 47:24

It's a process. It's a process.

**Gersh Aitchison** 47:26

You want it to end today.

**Creina Schneier** 47:28

Yeah, I just I don't think the social aspect is a barrier at Edu Inc. In fact, I think what Edu Inc has certainly done for my son is taught him how to that there were barriers, but they're invisible. The barriers of class, as in different grades, and the barriers of, of gender. Well, my son came from a coed school. So it wasn't new. But they're just a bunch of kids. And so he speaks of kids from different grades equally. But I think the thing that has really worked for Sam is that his friends are from his sporting clubs as well, which he was involved with before he joined Edu Inc. And that's if anything, not forced him to, but he placed greater emphasis on more friendships there, potentially, then at school, but not really because he also only had a very, he has one or two really close friends. And that hasn't changed.

**Gersh Aitchison** 48:26

Well, I see from our social events, and when we're hosting social events, the number of kids coming from other schools, that social circle isn't just a drink. Social media has certainly made this generations ability to socialize outside of the school environments a lot easier. And a lot of them do stay connected. And we see that when we have our social events and things like that.

**Debbie Little** 48:46

I think sometimes the objection over the school over aging not being a big school and the social side of things might be a fear of coming from the parents. They don't want to lose their friends. Who that you know that because you do tend to socialize with your children's will your children make friends with the parents you socialize with? But I just want to say don't don't ever let something like that stop you from moving your child to the right school for them. It's not a valid issue.

**Gersh Aitchison** 49:17

And do you think that the trial week, which is a long time to be taking them out of the school that they're currently in was an important part of the process to finding the right schooling environment? This screener? You're nodding your head?

**Creina Schneier** 49:29

Absolutely. I think it was, I think not only you know, coming from a systemic perspective in my answer as well, not only for Sam, but also for us, and for our relationship with yourself. And the the school, the teachers, the whole, you know, it's not just the child.

**Gersh Aitchison** 49:46

And at what point during the trial week, did you know that this was going to work? Was there a specific point for you? for Sam?

**Creina Schneier** 49:55

I think for us it was in the way you guys handled him and the x interview, to be honest. And the way we engaged in the exit interview, I just thought, wow, this is this is different.

**Gersh Aitchison** 50:12

And and for you, Debbie, was there any specific moment that you knew,

**Debbie Little** 50:15

I think it was more that he didn't, the novelty didn't wear off. Some children want to go just to check it out. But within a day or two, they're saying now I you know, want to go back to my, my friends, and it just, he just slotted in. He was just, you know, he came and he also almost didn't want to go back.

**Gersh Aitchison** 50:34

And he did his trial week as a grade three. So he was coming in, and sitting with the grade fours and fives and getting on with it there and he was still feeling comfortable. And ready for you was this specific moment, if you recall,

**Mandy Walmsley** 50:44

day one, she came home and that book that she'd been given. And she was actually delighted to nourish me she she did actual homework voluntarily. I was speechless. I couldn't believe what I was looking at. And I kept quiet. And then on the Wednesday, I said to you, Sir, how do you feel? Do you like it? You know, you want to make that your permanent score? How do you want to remember that at this stage of the game, our relationship had disintegrated to such a degree that she didn't speak to me at all. So the fact that she was actually willing to have a conversation in the car with me was was unusual. Normally, she did not speak. It really hurt and happiness everywhere, had infected everything. And she said, I like it. I said, Would you like to stay there? Would you like that to make it your permanent school? And she said, Yes. I don't want to go back to the other school. And I said, No, I fully get it. I need you to think carefully. I can't hop and pop you in schools across Joburg. So I'm quite willing to make you happy. But I need you to be sure that this is what you want. And she said, I like it there and not going back to the element. Then I had to break it to her that she had to go back for I think I think two and a half weeks.

**Gersh Aitchison** 52:01

And as we've established that became quite a costly prop.

**Mandy Walmsley** 52:05

Well, look, I have such an enormous assortment of new hobby. Oh, and and those Adidas superstars that were at cost me those. That was the most experience. And it was the best money ever spent. Because Because she's happy. Yeah. And that's all that was required.

**Debbie Little 52:23**

Yeah. Yeah. And the joy of a full week's trial is a text. The huge anxiety out of that first day when you when you're really starting, because you know you're going for a week, so you can handle that it's not too scary. And then by the time we go back again, you know what to expect. And you've you've made a couple of friends and and the way you think, handles it and welcome the children and makes them feel comfortable. It just takes that the stress out of I mean, it's always stressful anyway, but it's just not as terrifying for them.

**Mandy Walmsley 52:51**

But by day three, it's also something that they are now familiar with. So they get to settle into the routine. It's not okay, well, this is one day, and I'm like the star of the day. By Wednesday, you just another body in the building? Yeah. And so they get to try it on for size. properly,

**Creina Schneier 53:08**

properly. Sam ultimately made the decision. Yeah, I think that's important.

**Gersh Aitchison 53:14**

And I've tried really hard to scare him off in that exit interview.

**Creina Schneier 53:17**

Yeah, I've picked that up. But you didn't use

**Gersh Aitchison 53:21**

your tech, that was the plan. You know, I make two promises to the students. And I think you'll all remember those promises, because I make them to the parents as well, then I'll always be honest, even if it means sometimes that can be quite abrupt, because it's in everyone's best interest. To be honest, I think that's where the transparency comes from. And I think it's the foundation of building trust. And I think every student in engineering knows that even the little guys if you ask him his status, and always tell me the truth. And the second promise I make is that they're going to work harder than they've ever worked in their lives. And it's not just academically, it's on themselves. As people, they're required to reflect on how they interact with other people that have they're responsible not just for their work, but for who they are as human beings. And it comes back to what you said about the values being an acted. The students know what those values are. We model them and we talk about it all the time.

**Gavin Kennedy 54:07**

Absolutely. Well, thank you very much everyone for sharing your personal stories and insights. What I'd like to ask in closing is the thing that's niggling for me is how slow and insidious the slide was to the point where you noticed that a change was needed. And I think that's worrying as a parent myself. You look back and say, why didn't I noticed earlier? So if you were to tell your friends, one piece of advice, what what should they be looking for? continually, that's a warning sign that perhaps a change is warranted.

**Mandy Walmsley 54:43**

I'm not the most gentle, nurturing human being. So my normal response to anything that doesn't work for me, is our poor energy and all aggression at it. I will always not like the memories of who I was. Those three years added damage. I don't, I don't like that part. I just shot just breakfast I was in the kitchen and I was making her

eat her food and she wouldn't eat a food. And this was everyday all day and I heard a woman shrieking the most abominable language I've ever heard. And it was this feeling I suddenly saw my kitchen from the ceiling. And I saw myself and the Rictus that my face was pulled into me. And I saw a child with utter terror and such immense sadness. And it took a split second for me to realize that what I was looking at was my own home. And it wasn't seven o'clock and I had used every frothy word I'd ever learned. And I step back into reality. Now I put what I was doing down, and I closed my mouth, and I walked out the room. And I knew that life couldn't no child deserves to be spoken to like that by the woman who's supposed to love her. And no woman who's supposed to try and parent. Nobody deserve to feel the way I did. There was something so massively wrong. And I didn't know what it was. And it was a super dessert was a horrible soup of so many things. It was rumored that when your kid is tall, she has add you blame yourself. What did I do wrong? What is wrong with me? We all believe that our cherubs come out utterly perfect. I can tell you now categorically, I have the most beautiful daughters in Joburg. But then you also think that about yours, I can tell you now that you are wrong mine a bit. It takes a while for you to realize that your children are also flawed human beings like the rest of us. But I took all of this personally. So this indirect motor journey of Eden's add and changing schools, This sparked a journey of my own perception of self. So here, I'm trying to deal with the fact that my kid is faking calm past grade three. And at the same time, I'm unraveling my own issues. And the poor little unlocker on here is, is that golden haired little three year old who's watching mum turn into an animal. And that was when I knew, I don't know what needs to be changed. But I gotta rip this whole thing apart because this is not life. And I think the moment I acknowledge that something was wrong, individual things started to come to mind. That's when I started to notice nobody smiled anymore. I didn't smile, I didn't want to be in the room with them. I didn't want to fix them from school, I didn't want to share my content, I want to be around her. I don't want to be around anybody. And that's when, I mean, once you acknowledge something the lights start to go on. And then just after that, I started to notice what was happening with the marks. I wanted to know what I needed to have think, oh, my goodness, me. I had to make the appointment with the school I had to say hi, sorry, is even on the repeat the year list. And I had the headmaster say to me, goodness gracious me, what are you talking about? Why am I pointing this out to you? This is what you do. And it was the same week that Eaton had said to me, Mom, I'm ready to move. So everything sort of spiraled at exactly the same time. Everything came together in alignment at exactly the same time. It was amazing. And that's what I thought meant if this is not the right thing to do, I don't know what is but I've got to jump into the sea. And if we swim, we swim if we think we think it's just better than what I have. That's hard worked.

#### **Creina Schneier 58:45**

I have some closing words on on that you've triggered something for me. Thank you, Mandy. I think that one of my personal strengths is tenacity. It has a gold but it has a shadow. And I think it was my tenacity that kept my son where he was before for too long. And it was my tenacity that this is going to work we'll make it work we'll find a way because when I actually listened to him, and he was he was he was uh oh, I can't even think about it. He was he was a heap saying please, I can't go back. This is why God so it's not easy to Yeah.

#### **Debbie Little 59:31**

I think we always obviously want the best for our children and when they very small you plan out their their futures and you always so excited to either be to be able to afford to and to get your place in these wonderful private schools. So the decision to move your child is a big one. But I want to just say to people don't get pulled into the it should have could have. If we just stick it out. It's going to get better because for some children, it doesn't And there's no shame in moving your child and putting them in the right place. And yes, you might have to drive to two different schools and, and I know that some people to contemplate that is very tough. But when you see your little boy or or teenage daughter come home, with that glitter back in your eyes and smiling and confident, it's worth all of that.

**Gersh Aitchison 1:00:22**

I think human beings don't like change. We see that in our kids, you thrive in routine and things like that. And I think the biggest barrier to moving schools is the perception that that that unnamed monster under the bed, the sort of the turmoil in the change, did you find that the move was half as dramatic as you thought we expected it to be?

**Mandy Walmsley 1:00:42**

It was a lot easier than I anticipated. It's got a lot to do with our own conditioning. I also went to one of the snazzy private school things, and you don't leave, we used to look down our snotty little noses at the girls who did change schools. When I was at school. That is what you know, you don't move schools unless you you move you relocate towns or countries. So this whole thing about changing schools, and I think you pointed out earlier, everybody wants to get to a point where they can put the kids in these fabulous private schools as long as we can do that. laughs good. And who am I to reject that? What am I doing? I need her to be there. I understand the benefits it gave me. I can't do that. And cleaner was right. You tenacious, you stick it out? Obviously this institution is right. It's my child. That's bad. She's the one who's like doing a hammock. She's the one that's not focusing. She's the one who's being silly. But obviously the smallest institution and then they encourage that. They are always right, they know exactly what they're doing. Just the tone of the paperwork comes out like that. And so you're sucked into it. So how dare I decide that they are not good enough? What is wrong with my child? So you do in the beginning, when you do you feel like I had to take my child that because she wasn't good enough. That's also something that's not nice to swallow on the way to the therapist, I can tell you, it was a lot, the move was a lot easier. Once I'd met it, my mind was a hell of a lot easier. Her reaction particularly jabbing five days, they, it wasn't just she got a day not being in that horrible other school. Because by day three, if my kid is unpleasant, wherever she goes, it's gonna be unpleasant. The fact that by day four, and five, she loved it, and cried because she didn't want the trial week to be over. And it is the best decision I've ever made. I wish I'd done it earlier.

**Debbie Little 1:02:43**

Our experience was different. The school my son was at first tried to assist him and then and then said, perhaps you need to look at a smaller environment. They were very supportive. And they they recommended a drink because they reckon they knew that he had the brains to cope with with aging, which is a mainstream school, and that it would be the right environment for him. So I think as a parent, you do have a moment of thinking, are we admitting failure, or is this a failure on our side if he has to move schools, but I think it's something you need to you need to go to agent and check out the school and and make sure it's the right environment for you. And then moving your child to the right environment is never a failure. Your failure as a parent is when you leave them in in the wrong place where they don't thrive. You know, it is as much a fancy private school as our previous one, it's just a different environment. And it's more suited to my one child than it is to the other end. I would like more parents to embrace that, that your children are different, and that they deserve to be in the environment that that really works for them. All of us got this fabulous engineering tap brain and spends as much time as he can in the robotics lab and on the 3d printer. And it's not something his previous school could provide for him with aging get him and they encourage that. So find the school that suits your child. And if a smaller environment that really understands them is going to be the right school and go and see a drink. It's these it's a no brainer.

**Mandy Walmsley 1:04:17**

I can't imagine anybody who would not thrive in an ink environment. The only problem is is that if you if you then decided to open your school to take on 1000 kids that would no longer be as fabulous as it is now. And maybe maybe the question here is are children supposed to be indoctrinated and brought up because it's effectively to logically what schools do on mass like that.

**Gersh Aitchison** 1:04:43

One It was a previous podcast that we had with someone marks who's also opened a textile School for Boys great asymmetric stem, focus. Nicola, I'll just call it Dr. Waverly hearten. I'm not sure where we discussed this exactly. And it is the current school systems and designs were For crowd control, getting kids off the streets and preparing them for what the workplace in the marketplace needed those students to be. And we live in a very a world where you're creating your jobs. I'm very excited that the hybrid solution allows people to work for an esteemed overseas Google or gaming, or tech company or something while sitting in South Africa, because we have the bandwidth, and they can do all the meetings, it opens up a lot of that scope. And one of our board members lives in the UK and contributes as meaningfully as if she were living in South Africa because we are able to do that with a hybrid solutions. I think my last comments and thought on this is it's very clear Mandy that you had to challenge your own ideas on education, your own historical journey in education. And before you could deal with your children's journey in education. And my my last challenge to parents is that everybody has had an educational journey. And we all bring that even teachers into the classroom, and into our journey that we bring with other people because we all behave and act based on experience. And I think it's an opportunity to put your educational journey on the shelf and examine your child's educational journey, which is independent from yours. And that's, I think, when we get to the place where we start making the best educational decisions for them, and that's what they're doing today to do to partner that journey, and help people through the process of determining what that educational journey is.

**Mandy Walmsley** 1:06:33

Absolutely. So lovely place.

**Gersh Aitchison** 1:06:35

greener, Debbie Mandy, thank you very much for taking the time to share your clearly heartfelt gratitude towards a drink. Thank you very much for being such supportive parents and for being part of our team. And I know that your other private schools are very lucky to have you as parents as well. Thank you very much for your time.

You've been listening to another production from Solid Gold Podcasts.