

# **A Declaration of Values** to underlie provisions for early education:

- Belonging** We offer children opportunities to belong to multiple, diverse, and caring communities.  
We ensure that whatever the situation children and adults find themselves in that they feel comfortable.  
Children feel included.
- Well-being** We offer children provisions to insure their well-being in mind, body, and soul.  
We have a responsibility and a commitment to care and be cared for in all dimensions of human health.  
We enable groups and individuals to think critically and question commonplace assumptions in order to repair our world.
- Wholeness** We view children as whole, competent and powerful human beings, connected to adults and other children.  
Children, their families, and members of their communities are capable and not incomplete.  
We appreciate them for who they are and for who they will become.  
Children are valued as whole, complete human beings.
- Reciprocity** We become and change ourselves in our relationships with others.  
We are willing to be disturbed and have our beliefs changed by what others think and who others are.  
Children are our allies in action. We learn from them and they from us.  
In the exchange with others we disarm power and privilege.  
Vital to diversity is the presence of reciprocal, mutual, equitable relationships.
- Respect** We treat children with honesty, encouragement, and compassion in ways that honor their uniqueness and experience.  
We have a responsibility and a commitment to care and be cared for in responsive and mutual relationships with people and the environment.  
We thrive in the beauty of being together.
- Participation** We invite the participation of all in creating our possibility and defining our opportunities through our interactions.  
We offer physical spaces, social spaces, languages, means of expression, time, and organizational systems that are open and somewhat indefinite to be created with and responsive to the participants.  
Through interaction and co-operation, children benefit from and contribute to an array of experiences and languages.  
School is a form of community life.
- Trust** We convey our faith in children with the expectation that human goodness and growth are emerging possibilities at all times.  
We stay truthful ourselves.  
We listen carefully.  
Children are trusted and receive trust so they learn to cooperate and communicate openly.  
We are trustworthy when we treat others fairly and responsibly.  
Responsibility emerges through trust, truth and experience.
- Joy** We treasure spontaneity, laughter, richness, wonder, curiosity, movement, playfulness, vibrancy and energy of children.  
We preserve the joy of childhood in our interactions with children and each other.  
We seek the courageous expression of one's true being.