

We believe children should use real tools for real jobs.



We believe children should be consulted and their voices should be celebrated.



We believe "academic readiness" is getting a child ready for life, not for school.



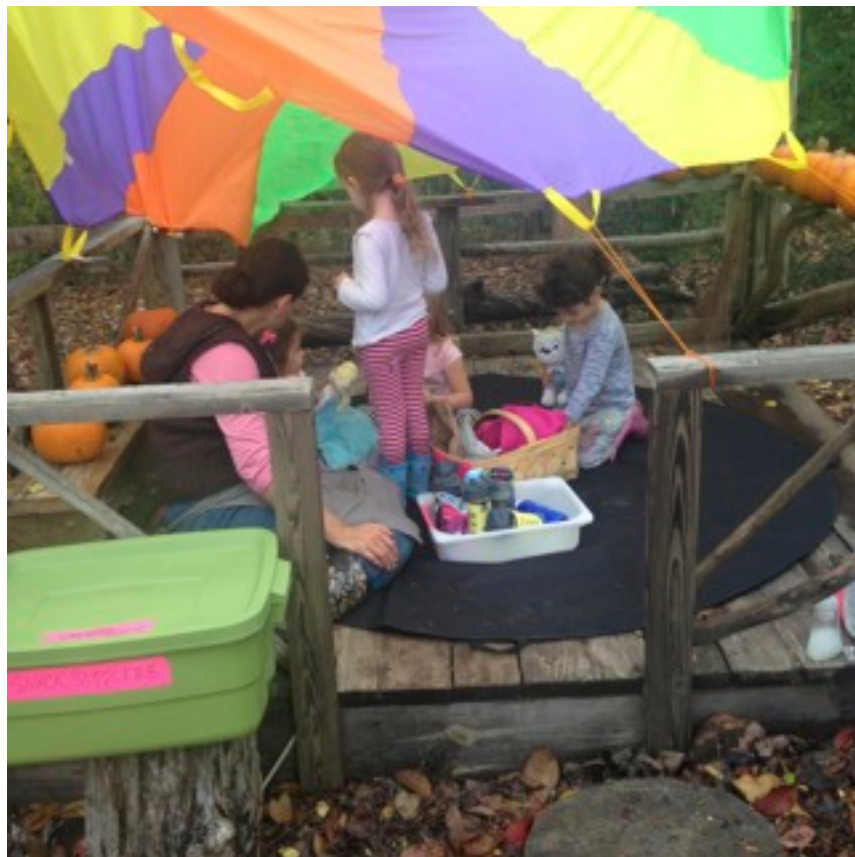
We believe that nature is
the best classroom
providing abundant
inspiration for the **child**.



We believe children should have time to look, listen and ponder. Working in Nature Time, not Teacher Time.



We believe that a teachers role is not to lecture or fill the **child** with information, but rather to be silent, observe, ask questions, support and be wonder-filled along side the **child**.



We believe that natural materials provide a higher play affordance than manufactured toys and games.



We believe in collaboration
and problem solving as a
group.



We believe that nature provides wonderful object lessons for life.



We believe that risk is necessary in helping children form boundaries and keep safe.



We believe in helping
children to become risk
assessors.



We believe in long stretches of purposeful play and exploration.



We believe that in order for a **child** to take care of the earth, he must first love the earth. Our job is

to put the **child** in sympathy with nature so that relationship can happen.



We believe in a multi-age
community of learners
giving opportunities for
service, compassion,
modeling and growth.





We believe that **children** are powerful learners, able to construct knowledge given **time, space,**

inspiring materials and support. We believe the natural world to be the most inspiring material.

We believe that books are
a wonderful way to
introduce vocabulary and
“living ideas” to children.



