

## **Principles of practice for working with children**

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(Adapted from the Vidya School Aims)

1. **Genuine Relationships:**  
This lies at the heart of the school and is essential to any understanding of it. It is beyond concept, technique, method, or strategy. Action arises out of the spontaneous indeterminate living quality of the people themselves.
2. **Kindness:**  
Because there is constant recognition and reminder of Basic Goodness, the sudden cruelty of impulse does not solidify.
3. **Safety:**  
We do not take risks at any time with the health, well-being and safety of the children we serve.
4. **Respect for the child's growth:**  
The child's growth needs are not subordinated to the sequence of the curriculum.
5. **No 'problem children':**  
There are children with very special needs, but the atmosphere of 'problem with it's attendant fixations is not introduced.
6. **"Habitual vision of greatness":**  
A reference to quality, excellence, greatness, and nobility infuse the environment and content of the curriculum.
7. **Respect for the passion and style of the teacher:**  
People are at their best when, within the bounds of the aims and principles of the school, they feel appreciation and freedom to be themselves, drawing on their own inherent intuition, loves and personal style.
8. **Cultivation of inquisitiveness:**  
Within the scope of the school environment and content of the curriculum, students are constantly challenged to inquiry, wonder, and freshness of mind.
9. **Accommodation of mistakes:**  
Great value is placed on mistakes as the door to understanding. From the teacher's point of view, they provide insight into the child's mind as well as insight into instructional weakness.
10. **Discipline of Body, Speech, and Mind:**  
Order, attention to detail. Doing things thoroughly and fully in all activities of the school—dress, eating, greetings, cleaning up, etc. are considered essential to the overall environment.

11. No blame:

By perceiving situations as they are without attaching blame, negativity becomes workable.

12. Not afraid of sharp edges:

All the negativity and intelligence of the child is acknowledged squarely and viewed as relevant.

13. Celebration:

Teachers and students alike take delight in the simple appreciation of each other and the world. Discipline and delight go hand in hand.

14. Basic Goodness is the fundamental reference point:

Because in every situation the reminder of Basic Goodness is available trust in oneself and humor in the environment propel seemingly stuck situations forward.

15. Sacred World:

Because the world is viewed as sacred, every object and person has its own dignity. Things have their own power, quality, and place. This is the art of everyday life