

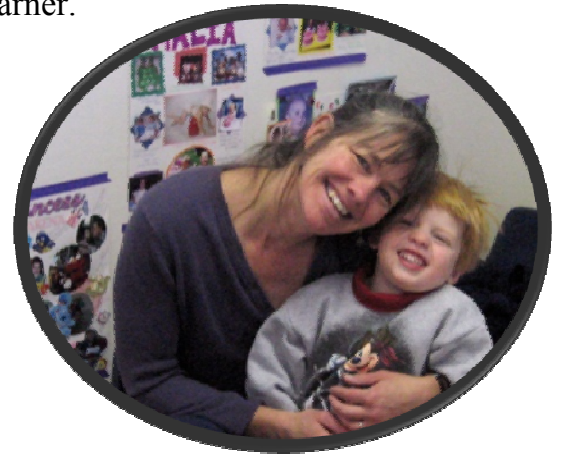
Cindy 'Bo's Philosophy

My philosophy is based on respect for children and families and on trusting that children learn, grow, and develop in their own way, at their own pace, and in their own time.

I believe that learning involves the “whole child”. Providing developmentally appropriate experiences in a safe, secure, and nurturing environment will foster a child’s social, emotional, cognitive, physical, creative, and spiritual growth. When introduced to the RIE approach and methods of working with infants and toddlers, I felt extremely blessed to find a philosophy that caused me to say, deep down inside, “Yes! This is good for children.” I embraced this philosophy of learning to observe, respect, and enjoy a child’s natural development. I also strongly believe in relationship-based learning and the RIE approach and methods has influenced and strengthened this view, seeing “primary care” and low teacher child ratios as key to providing quality care for young children.

RIE encourages:

- Basic trust in the child to be an initiator, an explorer, and a self-learner.
- An environment for the child that is physically safe, cognitively challenging and emotionally nurturing.
- Time for uninterrupted play.
- Freedom to explore and interact with other children.
- Involvement of the child in all care activities to allow the child to become an active participant rather than a passive recipient.
- Sensitive observation of the child in order to understand his/her needs.
- Consistency, clearly defined limits, and expectations to develop discipline



After my time of research and study at the Emmi Pickler Institute (popularly referred to as “Loczy”) in Budapest, Hungary, where the inspiration for the RIE approach and methods began, I was reminded of the important role the caregiver plays in building a child’s sense of trust. Anna Tardos (The current director of Loczy and the daughter of Emmi Pickler) kept stressing the importance of the caregiver having an “observing attitude” meaning, I believe, to pay attention to children, learn their cues, and be able to respond to their individual needs. I strive to develop this “observing attitude” and to model genuineness in my work with children and others. In seeking to provide care that will allow children be authentic, it has challenged and encouraged me to maintain authenticity in all my relationships.

I am truly thankful for the opportunity I have had to be a part of the lives of the many children and families that I have developed relationship with over the years. There is great joy in witnessing the learning, growth, and development that takes place in the life of each individual child.