



"We R 3C, Inc. is dedicated to building and sustaining caring communities through programs which develop and celebrate respect, kindness and compassion."

What Jean Piaget and We R 3C™ Have in Common

It may be easy to understand that the Mission and Vision of "We R 3C" is motivated by a contemporary social order that too frequently fails to adequately develop and celebrate respect, kindness and compassion. Also, one can ascertain, as you come to know the organization and its work that the human values, formal education, and professional experience of those of us in the "We R 3C" family all contributed to the programs that we design and offer. However, it may be less obvious that our programs emanate from a clearly articulated theoretical context based in large measure on the research of psychologists who explore the ways by which children grow and learn about the world around them, and then learn to interact with others within their world.

Such research includes Kohlberg's stages of moral development, Barnes' stages of religious and scientific thinking, Flower's stages of faith development, Gablik's stages of history, and others. However, while such theories are useful in their specific way, they are all predicated on the work of Jean Piaget, which, in a general sense, informs our work most directly.

Piaget believed that the growth of intelligence in children occurred in stages, whereby children learn to interact with the world by moving through distinct stages of development. Of particular interest to "We R 3C" are the stages that include egocentrism and the concrete operational stage. During the egocentrism stage children do not readily accept another person's view. The concrete operational stage includes the elimination of egocentrism and let's a child understand another person's perspective, whether or not they are in agreement.

This stage of Piaget's research is of particular importance to our work as it includes the concept of fairness, sharing, empathy and compassion for another person's plight. Children become creative thinkers (which is another important dimension for our programs), evidenced by their appreciation for dissenting views and a general lack of discrimination. The child learns to focus more on alternative perspectives and can see other possibilities to the problems or situations faced.

So, while we are informed by the theory of Jean Piaget as we shape our programs, we are mindful of his conclusion that children learn to interact with the world by moving through distinct phases, during which they master certain skills gradually, rather than all at once, or in some cases, not at all. "We R 3C" programs are designed with the understanding that some skills may have been underdeveloped, or not developed at all, in prior stages, along with the belief that it is never too late to help individuals eliminate, or at least reduce, egocentrism and begin to embrace another person's perspective.

Selected works by Jean Piaget:

- The Moral Judgment of the Child
- Psychology of the Child
- Child's Conception of the World
- The Psychology of Intelligence
- Six Psychological Studies
- The Origin of the Idea of Chance in Children
- The Language and Thought of the Child
- Casual Thinking in the Child
- Child's Conception of the World

By Jean-Claud Bringuier:

- Conversations with Jean Piaget.

By John Hurley Flavell:

- The Developmental Psychology of Jean Piaget