since 1980

St. Nicholas

A Unique Educational Adventure

Tiny Tots

The Learning Experience

Mission

Through an inquiry based international education, St. Nicholas School develops responsible, confident and caring citizens of an ever-changing world.
By setting high academic standards and celebrating cultural diversity, we nurture individual talents and embrace a shared passion for learning.

Contents

Welcome from our Leadership Team	4
Primary Years Programme	5
Learner Profile	6
International mindedness and the IB Learner Profile	8
Early Years Philosophy	8
Tiny Tots (Ages 18 mths - 3)	9
Physical Development and Self-Management	10
Adaptation	10
Emotional Development	10
Benefits of play	11
Daily Schedule	12
Reading	13

Welcome from our Leadership Team

Simon Lee
Head of School
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Simon Lee is from the UK where he completed his Bachelor of Arts degree and a PGCE teacher training qualification. Since 2007, Mr Lee has held senior leadership positions in Italy, Germany, Malaysia and Vietnam, and he worked in Rio de Janeiro for seven years. Mr Lee began his international career in IB schools, he also has experience of the UK and other local curricula, and authorisation and accreditation experience, including the Council of International Schools.

Jennifer Fletcher
Head of Early Years
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Jennifer Fletcher has been working at St. Nicholas sinde 1995. She holds a teachers and pedagogical administration degree (Gestão Escolar) and post-graduate degree in Education from Bishop Grosseteste Iniversity-UK.

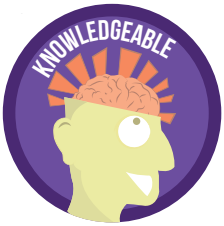
PRIMARY YEARS PROGRAMME

St. Nicholas is an IB World School and is authorized to offer the PYP. IB World Schools share a common philosophy – a commitment to a challenging and international education that St. Nicholas believes is important for our students. The PYP is an international curriculum framework designed for children between the ages of 3 and 12 years, taught through inquiry and concept-based teaching and learning approaches. The program focuses on the development of the whole child, so in addition to academic achievement, the program strongly emphasizes the social, physical, emotional, and cultural growth of all students.

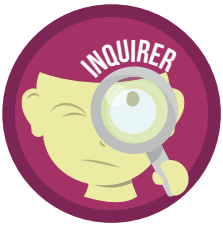
LEARNER PROFILE

International Baccalaureate (IB) Learner Profile

The Primary Years Programme (PYP) aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



I explore ideas and issues that are locally and globally important, to get in-depth knowledge and develop my understanding in many areas.



I develop my natural curiosity and learn the skills I need to inquire. I enjoy learning and love to learn new things.

I confidently and creatively share my ideas with others in many ways, in more than one language. I listen to and work well with others.

I think carefully and show initiative. I make good decisions and I'm a problem solver.

I tell the truth and I'm fair. I respect others, and take responsibility for my actions and their consequences.

I appreciate my own culture and personal history, but I listen to and respect the ideas and thoughts of others. I try to look at things in more than one way.

I have confidence to be in new situations and try new roles, ideas, and strategies. I stand up for and explain the things I believe in.

I show that I care about the needs and feelings of others. I help others and I look after the environment.

I think about my own learning. I know when I've done well, and when I could improve.

I look after my mind and my body. I try to stay healthy and happy.

INTERNATIONAL MINDEDNESS AND THE IB LEARNER PROFILE

International mindedness can be identified as the ability to respect and understand other perspectives, cultures and languages. The IB Mission Statement encapsulates this and as such the programme " encourages students across the world to become active, compassionate and lifelong learners who understand that other people with their differences can also be right" IBO Mission Statement.

EARLY YEARS PHILOSOPHY

At St. Nicholas, we believe that children learn best through hands-on experiences, in a play-based environment, where they are viewed as active participants in their learning.

The Early Years section is usually their first experience of school. To develop a positive attitude and thrive as lifelong learners, children need to feel safe, secure, and happy in a nurturing environment. Trust and security, vital to each child's success, are developed through an open partnership between home and school. Teacher-initiated experiences are planned by highly skilled staff with expertise in child development. Children are given opportunities to express themselves through exploratory, investigative, and imaginative play, which can be enjoyed either cooperatively or independently. Child-initiated and teacher-guided experiences enhance language development, social competence, creativity, imagination, and thinking skills. These experiences are supported by developmentally appropriate best practices and start the journey towards academic success. Assessment plays a vital role in the process of teaching and learning. Our teachers carefully monitor children's learning and development. Teachers purposefully record these observations in order to understand each child and make decisions about how to best support his or her development and learning.

TINY TOTS (AGES 18MTHS - 3)

In our lower Early Years, we are passionate about creating an exciting first schooling experience. Children in this age group are learning to separate from their primary caregiver. Our settling-in period is flexible and personalized to each child and family.

Experiences in the first three years of life have a strong impact on brain development and learning. They are the foundation for healthy development and strong child outcomes in the early learning phase. Children from 18 months to 3 years old especially enjoy using imagination in play. They delight in doing something new. They benefit from activities that are designed to foster cognitive, physical, and emotional development. Cognitive, Language and thinking skills develop rapidly at this age, so activities are provided that will assist children to explore and discover, develop memory, problem solve, develop a sense of number and quantity, observing and experimenting to understand self, others and objects. Children of this age begin to engage in symbolic play, sort and match objects, complete simple puzzles, enjoy rhyming songs and tactile exploration (e.g. sand, dough and water play), counting, singing and chanting, building with blocks, finding hidden objects and threading beads). Open-ended activities and resources are provided, which encourage creative and symbolic play. Tiny Tots age children are learning verbal and nonverbal communication and will use body language to communicate and may imitate adults. Children benefit from teachers talking about their activities and their modeling word usage. Children are encouraged to ask for help, engage in conversation and share their interests and news.

Physical Development and Self-Management

Eighteen month to three year olds are learning to move and control their bodies. Our classroom design allows children to move easily between indoor and outdoor learning spaces. This means they can make independent play choices. They are given opportunities on a daily basis to enjoy music, climbing, jumping, balancing, running and playing with outdoor equipment. Children are supported to manage their personal hygiene and may be ready for toilet training in this age

bracket. Teachers will closely monitor and will work with parents to help children with toilet training when children are ready.

Adaptation

Our settling-in period is flexible and personalized to each child and family. It is important that parents show children that they trust the school for a smooth adaptation. Teachers will lead you through this process. As children settle into the Tiny Tots routine, they benefit from activities that are designed to foster their cognitive, physical and emotional development. Children are gradually encouraged to make independent play choices and benefit from large periods of uninterrupted time to play and explore.

Emotional Development

Children in the eighteen-month to two-year age group will often copy others, especially adults and older children. They tend to mainly engage in parallel play; but may begin to include other children such as in chasing games. They can get very excited when ther children may grab items and are only beginning to learn to share and take turns. Our teachers encourage children to use words and to show concern for others by modeling appropriate actions, phrases and by demonstrating empathy. At times, around the age of two, children may be defiant and require kind, but firm, reminders from both their parents and teachers. Teachers model working on solutions together and to reinforce good behavior.

BENEFITS OF PLAY

Children play the whole time! At home, in the bus, at school… but there are some benefits that apply when children play with quality, guided or not:

Emotional benefits include…

enjoyment, fun, love of life relaxation, release of energy, tension reduction self-expression

Developmental benefits include…

Cognitive development: creativity abstract thinking imagination problem-solving social cognition, empathy, perspective-taking mastering new concepts

Affective development:

self-confidence self-esteem anxiety reduction

Social development:

cooperation sharing turn-taking conflict resolution

leadership skill development (control of impulses and aggressive behavior)

Attentional development:

attention regulation concentration persistence

Language development:

communication skills vocabulary story telling emergent literacy

DAILY SCHEDULE

Teachers provide a plan of daily routines that are differentiated for each year group.

◊ Purposeful play and intentional teaching and learning experiences are planned throughout the day and includes targeted opportunities for addressing and integrating the five key components of the Learning Areas: Communication, Language and Literacy; Problem Solving, Reasoning and Numeracy; Personal, Social & Emotional Development; Knowledge & Understanding of the World; Physical Development; Creative Development.

◊ Diverse learning experiences are provided daily for guided and unguided play in Early Years classrooms. Some of these may be outdoors depending on the activity.

◊ Snack time is used to encourage social development, independence and effective relationships within a relaxed and friendly environment.

◊ Indoor/outdoor activities are purposeful and well-planned and include a wide range of learning opportunities for all children besides addressing Physical Education learning objectives.

◊ Teachers plan children's learning experiences around integrated themes that are relevant and match the interests of the children. Typical units of study may range from as little as 2 weeks to several months.

◊ Teachers offer hands-on, meaningful experiences where children gain knowledge, conceptual understanding, skills and abilities that link curriculum learning areas and aspects of development (physical, intellectual, language, emotional and social).

READING

Reading is an area that we value and strongly believe that it is a skill that helps develop all areas of the curriculum. Reading aloud is the most important activity for preparing your child for reading success. Fill your story times with a variety of books, be consistent, be patient and watch the magic work. Reading books aloud to children will stimulate their imagination and expand their understanding of the world. This will also help them develop language and listening skills. When the rhythm and melody of language becomes a part of your child's life, learning to read will be as natural as learning to walk and talk. Even after children learn to read, it is still important to read aloud together. By reading stories that are on your child's interest level, but beyond the level your child is reading, you will stretch their understanding and motivate them to improve their reading skills. You should try to read with your child at least once a day at a regularly scheduled time. But don't be discouraged if you skip a day. Just read to your child as much as possible. When you take time to read with your child on a regular basis, it sends an important message that reading is worthwhile. Good stories will lend themselves to conversations with your child, so do not be afraid to share this experience. Remember our goal is to motivate children to enjoy books and become fluent readers in the future.

Pre-reading skills developed in the Early Years are:

◊ print awareness (combinations of letters in specific order)
◊ spatial awareness (words are separated by space, paragraph placement ...)
◊ left-to-right / top-to-bottom progression (flow of text)
◊ auditory discrimination (hearing letter sounds)
◊ visual discrimination (differing shapes of letters or graphemes)
◊ book covers (front and back), name of author and illustrator
◊ interpreting picture clues or cues (anticipating story line through pictures)
◊ following the development of a story (sequence of events)
◊ prediction (what will happen next)

The school

Founded in 1980, St. Nicholas is an International School for pupils from 18 months to 18 years old. Our students are a mix of Brazilian and many other nationalities, in a warm and welcoming international environment. We embrace cultural diversity and help new families to settle into the community smoothly.

Parents and the school work closely together in order to ensure that our young people are able to be confident, knowledgeable, responsible, caring and capable citizens.

Throughout the curriculum the school offers a vibrant and innovative education which inspires and challenges our students to develop a love of learning. Emphasis is placed on how students learn as well as what they learn. As a result, our students have the knowledge, skills and values to cope with a rapidly changing world.

St. Nicholas School
www.stnicholas.com.br