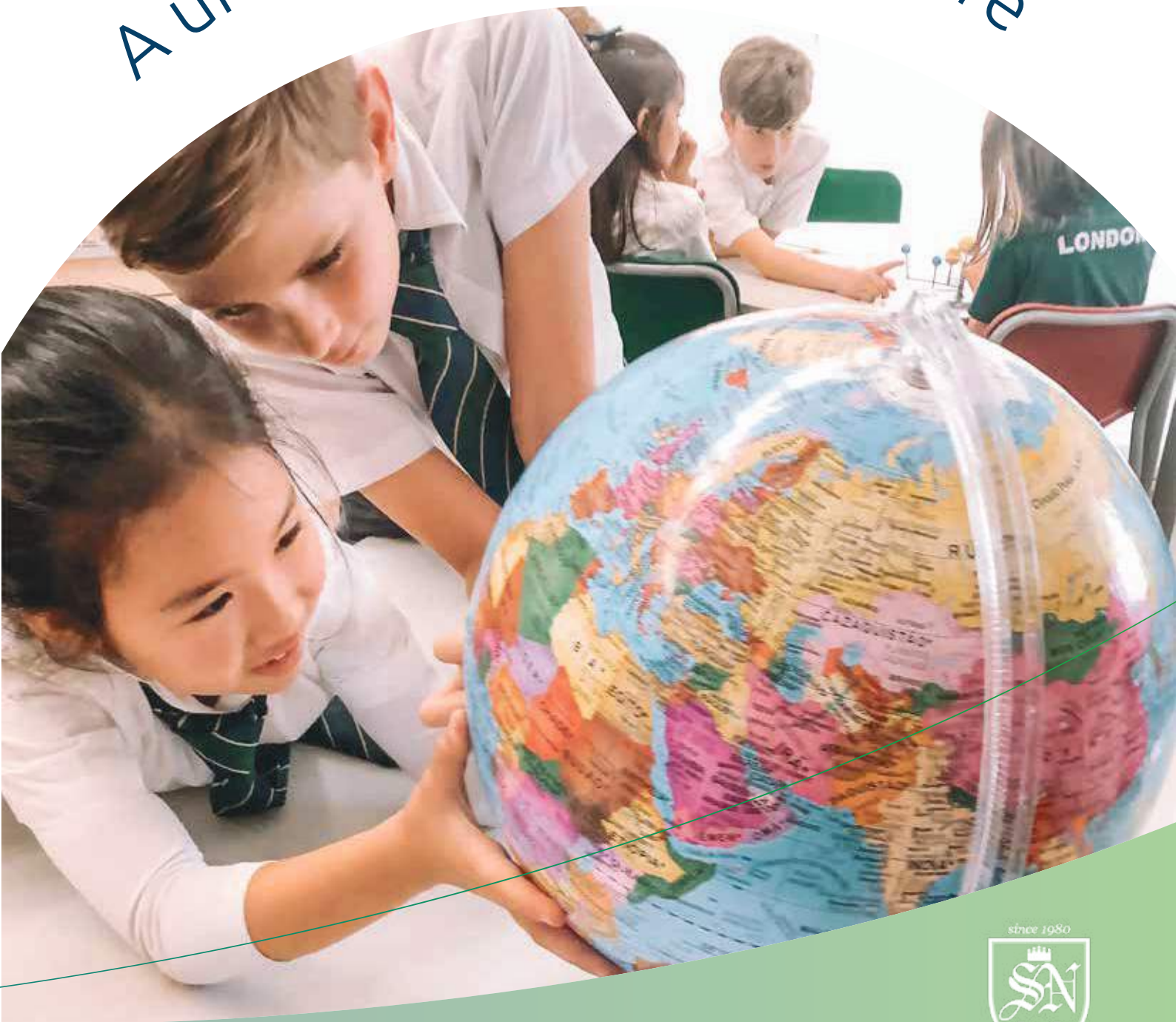




St. Nicholas

A unique learning adventure



since 1980



St. Nicholas



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A Unique Learning Adventure @Pinheiros

Our mission statement is to ignite a passion for learning, from our hearts, to others, for the world, and the principles of learning at Pinheiros represent our core beliefs about learning and our learning community.

Our school programmes support enduring and meaningful learning experiences.

We offer a Tiny Tots Programme (for learners aged from 18 months old - 3 years old), the IB PYP (for learners aged from 3-11 years old), a self-designed Middle Years with the “4 Peaks” (Passion, Project, Peer and Play) at the core and IGCSE courses in some subjects. We offer the IB Diploma for all learners in Years 11 and 12 (for learners aged from 16-18 years old). All programmes draw from IB philosophy and practice, promoting agency, inquiry and problem solving.

A UNIQUE ADVENTURE



**TO IGNITE A PASSION FOR LEARNING,
FROM OUR HEARTS, TO OTHERS,
FOR THE WORLD**

An International School

An IB School since 2000

We learn to make an impact on ourselves, others and the world





Our beliefs and values are defined by the IB Learner Profile. We are inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open-minded, balanced and reflective. At St. Nicholas School we equip our learners with the skills they need now to make a difference to themselves, others and the world.

A broad and balanced, conceptual and connected curriculum, which address learners' cognitive development and social, physical and emotional wellbeing (excerpt from the IB Mission).

An IB education is holistic in nature – it is concerned with educating the whole person.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our successes and challenges in order to support our learning and personal development.





The perspectives of others deepen and broaden our learning



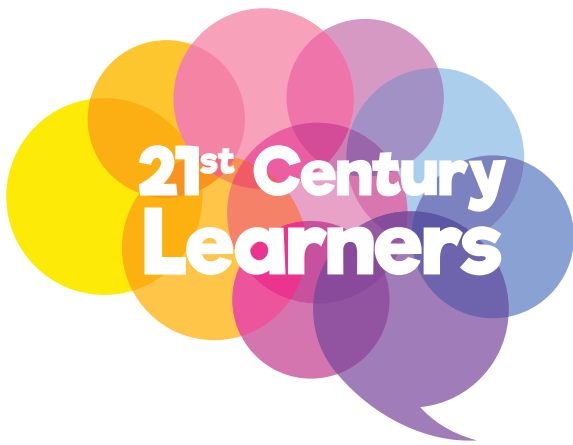
International Mindedness

St Nicholas develops a community of lifelong learners who are internationally minded global citizens. Learners who learn through collaboration and can work together to make the world a better place.

Making a difference We develop an appreciation for others, our community and the world around us. As learners continue through the school, they are exposed to issues of both local and global significance. Appreciation turns to passion, and develops into the attitudes and skills to take action. St. Nicholas learners become citizens with global perspective, prepared to make a difference in the world.

The Global Context Learning to communicate in a variety of ways in more than one language is central to multicultural understanding. Over 90% of the learners @Pinheiros achieve the IB Bilingual Diploma. Languages taught include English, French, Japanese, Korean, Portuguese and Spanish.

Multicultural Understanding We learn to understand our own culture as well as the perspectives of others. We learn about belief systems, experiences and ways of being. Through friendship and peer collaboration, we actively develop the interpersonal skills to understand, collaborate and communicate effectively.



The 21st Century poses exciting possibilities for learners with curiosity and imagination, to develop important multiple literacies.

Communication We communicate confidently and effectively to a range of audiences in multiple languages. We make use of modern technology to enhance our communication and broaden the range of our audience. We collaborate with others and listen to a range of perspectives.

Creative Thinking We look at problems in new ways and generate original ideas. We express ideas and opinions in a wide variety of formats as well as create new perspectives to existing understandings. We learn how to design and manage projects using a variety of digital tools and resources.

Critical thinking and Problem Solving We question and challenge current beliefs and understandings in different situations and make effective judgements and thoughtful, reasoned decisions to solve complex problems.

Accessing and Analysing Information We use appropriate technology, to search and locate relevant information and determine its credibility and accuracy.

Collaboration Learners work together to reach a goal by putting skill, expertise and enthusiasm to work. We work in teams, learn from and contribute to the learning of others. We solve problems diplomatically and arrive at and make decisions in both small and large groups.

Learning is limitless, endless and rewarding



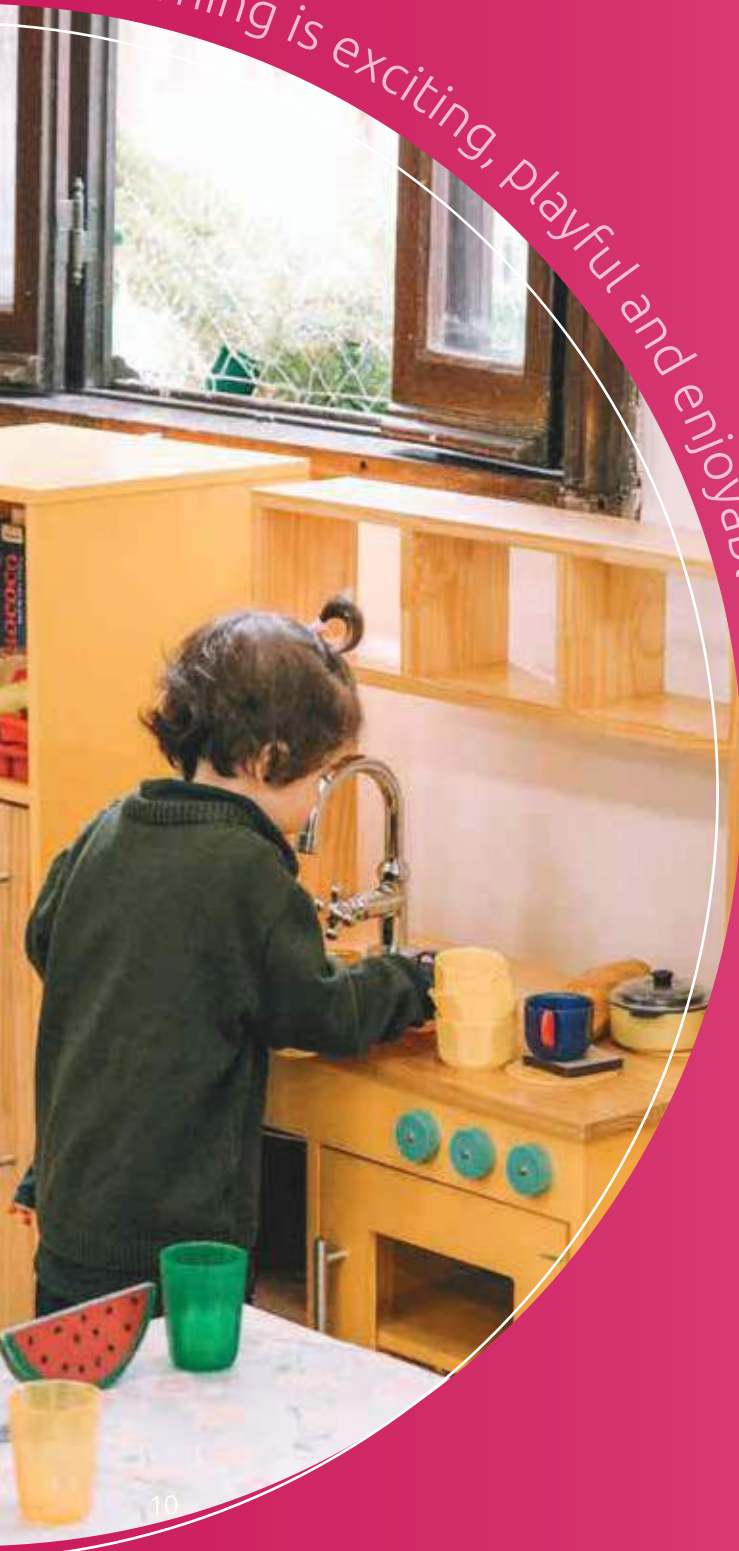


The Early Years

(18 months - 6 years-old)

The Early Years offers a dynamic curriculum based on inquiry through play to support children's growth and skill development.

Learning is exciting, playful and enjoyable



The Tiny Tots Programme

Offered for learners aged 18 months to 3 years old.

First steps in school School is the first place away from home for many children, and at St Nicholas, we will provide a "second home" where children feel comfortable and safe. Tiny Tots is a stimulating and secure environment where children are expertly and safely cared for and allowed to explore the world around them.

They develop positive and trusting relationships with their peers and lead learners in a multi-age environment.

Exploration and inquiry As part of the play based programme in Tiny Tots, early learners are encouraged to inquire in indoor and outdoor spaces, acquiring the confidence to choose areas to explore, books to read, toys and materials to play and create with.

Our outdoor garden brings us close to nature and different elements such as sand, earth, grass, which help develop an appreciation and a sense of care.

Language rich learning Children experience authentic English language learning in the context of play. Children's language learning is modelled by culturally sensitive and fluent English speakers.

Curiosity sparks enthusiasm, wonder and a desire to learn



The PYP in the Early Years

(Nursery, Kg1 and Kg2)

Offered for learners aged 3 to 6 years old.

Play is inquiry Early learners wonder and theorise about themselves, others and the world as they play. For that, lead learners carefully organise indoor and outdoor spaces that spark curiosity, a desire to learn and promote independence.

Symbolic learning and expression In responsive imaginative play-based settings, children represent their understanding of the world and represent roles creatively. In these opportunities, early learners explore the real social purpose of symbols, images, letters and numbers.

Healthy relationships In mixed-age groups, children are encouraged to respect and care for each other and support the learning of others, naturally developing social skills, as well as creative ways of communicating. We differentiate learning from identifying each child's strength and then providing stimulus to match each child's needs.

Well designed learning environments Lead learners bring the PYP in the Early Years curriculum to life as they intentionally provide uninterrupted time for children to go deep into experiences that integrate all subjects of the curriculum (Language, Creative Arts, Science, Maths, and Personal, Social and Physical Education) in meaningful and relevant ways.

Primary

Offered for learners aged 6 to 11 years old.

In Primary, the learners continue their journey in the PYP through an inquiry-based curriculum supporting children to be passionate, lifelong learners in a global society.

In the PYP, learners learn and use knowledge, concepts and skills from a variety of subjects to explore six transdisciplinary themes of global significance.

My learning is meaningful and it is authentic





Learning is change. Change leads to more learning

Curriculum Dynamic engaging international curriculum based on relevant and globally significant areas of transdisciplinary inquiry which promote conceptual understanding and critical thinking.

Inquiry/understanding Learners actively inquire and learn through exploration, investigation and research; they are active agents of their own learning and develop enduring understanding about themselves and the world.

Passions Learners participate in a broad range of both curricular and extracurricular activities, providing them with the opportunity to discover and pursue interests and gain confidence.

Individualised Learners are unique individuals with their own learning styles and needs; the learning experience is differentiated to be meaningful and meet the needs of each learner.

Exhibition In Grade 5, learners complete their PYP journey by researching a global issue that has personal significance to them and demonstrating their understanding to the school community.

Secondary

Offered for learners aged 11 to 16 years old.

Our core curriculum embodies the essence of the IB philosophy and aligns closely with our Principles of Learning and Mission Statement. It includes PSHE, Global Perspectives, and the exclusive 4Peaks Programme, and values inquiry-based learning, intercultural understanding, and holistic development.

The 4PEAKs

Passion, Project, Peer and Play

Learners engage under Umbrella Themes and develop passion inspired projects.

“Orientation in Time and Space”
“Identities and Relationships”
“Fairness and Development”
“Personal and Cultural Expression”
“Globalization and Sustainability”
“Scientific and Technical Innovation”
“Lifelong Learning”

Groups are arranged vertically, with learners from Grade 6 to 8. There are four inquiry cycles a year based on the design thinking approach of empathy, collaboration, prototyping and testing, or as we call them, inspiration, creation and expression phases.

During the inspiration phase, the emphasis is on fostering human connection with team building, group dynamics, and exploratory day trips to see the world and make new connections. Creation phase is about hands-on activities with a focus on creative problem-solving and prototyping for projects. In the expression phase, learners share and celebrate their learning.

In Secondary, learners consolidate the learning from the PYP and engage in an academically rigorous, inquiry-based experience, taught by inspiring and inspirational teachers from Brazil and around the globe.

Global Perspectives

Global Perspectives is planned horizontally for Grades 8 and 9 and consists of planned transdisciplinary investigations. There are structured units of inquiry and learners prioritise group working, research and presentation skills. Suggesting solutions to global issues such as Water, Education and Violence, is an essential part of the GP units and the opportunity to apply their knowledge and skills to solving real life issues. This way, young learners have the opportunity to develop a more comprehensive understanding of the world they live in.

Personal, Social and Health Education (PSHE) Identity, Relationships, and Active Living are the three main pillars of PSHE. Our curriculum units are carefully created and guided by lead learners, with contributions from professional Guest Speakers. PSHE happens during one weekly period and is adapted to the individual needs of each Year Group.

IB Middle Years Programme (MYP)

The MYP is a challenging framework that encourages students between 11 and 16 years old to make practical connections between their studies and the real world.

The programme aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.



Learning takes courage, determination and resilience

The MYP empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. It comprises eight subject groups (Arts, Design, Mathematics, Science, Physical and Health Education, Language and Literature, Language Acquisition and Individuals and Societies), providing a broad and balanced education for early adolescents. The result is young people who are creative, critical and reflective thinkers.

St Nicholas Pinheiros is a Candidate School* for the Middle Years Programme. Our school is pursuing authorization as an IB World School. These are schools that share a common philosophy — a commitment to high-quality, challenging, international education that St Nicholas believes is important for our students.

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be*

granted. For further information about the IB and its programmes, visit www.ibo.org

For more information on our Core Curriculum and the implementation of the MYP Programme, please consult our handbook “Learning in Secondary School (grades 6 to 10) at St Nicholas Pinheiros”.

International General Certificate of Secondary Education (IGCSE)

Cambridge IGCSE encourages learner-centred and enquiry-based approaches to learning. It develops learners’ skills in creative thinking, enquiry and problem-solving, giving learners excellent **preparation for the next stage in their education.**

• Cambridge IGCSE is recognised as a reliable record of attainment by universities and employers around the world.

The IB Diploma Programme

Offered for learners aged 16 to 18 years old

The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay.



Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

The DP is recognized and respected by the world's leading universities, and evidence suggests that higher rates of DP students go on to university and higher education study than non-IB students.



Self-awareness strengthens my learning relationships

Inclusive and challenging

All learners in Year 11 start the full Diploma and the school is ready to meet individual student's needs at every step of the way. Over the course of the programme, students have the opportunity to take individual courses.

Each year, over 45 learners from Pinheiros sit the Diploma. The pass rate is typically over 90%, some achieve over 40 points and the school average is between 32 and 33 points. All these are above the world average and reflect our inclusive school.

The DP Subjects offered at St. Nicholas

- **Studies in Language and Literature**
 - English, Japanese, Korean, Portuguese and Spanish
- **Language acquisition**
 - English, French, Portuguese and Spanish
- **Individuals and societies**
 - Business Management
 - Economics
 - Geography
 - Global Politics
 - History
- **Sciences**
 - Biology
 - Chemistry
 - Physics
- **Mathematics**
 - Mathematics Analysis and Approaches
 - Applications and Interpretations
- **The Arts**
 - Visual Arts

All subjects are offered at both HL and SL.

Universities home and abroad

At St Nicholas, the University Counseling program and its robust Years 9-12 curriculum equip learners with the skills and resources to successfully transition from secondary school to higher education. Following our mission statement, our goal is to guide learners to discover who they are through their passion for learning and continue on their unique adventure after St Nicholas by choosing and applying to "best fit" universities. This process involves developing one's self-awareness, ability to reflect, and independent-thinking. Learners will ask themselves, "Who am I?", "Who do I want to be?" and "How will I make a difference in this world?". With graduates studying in more than a dozen countries around the globe, we are proud to say our learners are risk-taking, open-minded individuals who become the authors of their own stories.

Life at St. Nicholas

Living in a diverse global society, the school empowers children to make decisions that are anchored on firm and positive values. This enables our learners to live as well-informed citizens, motivated and able to take action.

Agency is central to the learning community





Learning is an organic process and happens everywhere

Clubs a chance to meet new friends, develop existing interests and discover new ones. Clubs happen at lunchtime and after school, led by teachers, outside agencies and Diploma Learners.

Sports at St. Nicholas School. The opportunity to train for school teams and represent school in tournaments and fixtures with other schools

House System Cambridge, Oxford and London. Providing a range of experiences to strengthening our sense of community through collaboration across all ages.

Aims and objectives Strengthen interpersonal relationships and the Learner Profile. Encourage teamwork and foster respect. House captains elected to organise team events and House assemblies.

It gives them the opportunity to take part in real life situations of their own choosing.

Engagement and service learning

On the school day-to-day, our young people learn to empathise and show compassion for others and make a difference. As a community, we strive to understand the needs of individuals, the local community and the world through direct links to the curriculum.

The Student Council has learner representatives from Grade 1 to Year 12, contributing towards the improvement of the school as well as local, national and global communities.

The Council publicises and educates the school community about issues, and taking positive action. Social projects have included the collection of money, food, medicine or clothing. Locally the Student Council gives practical support to groups working with less fortunate members of society.

Internationalism We are a community of more than 25 nationalities, 20 home languages and a spirit of internationalism that celebrates diversity.

Service Learning We empathise and feel compassion for others through community engagement and service learning so we understand the needs of individuals, the local community and the world through direct links to the curriculum. There projects to guide the school community in this process which are either direct, hands-on experiences with organisations, indirect opportunities such as fundraising and research or advocacy through campaigns.

Student council organizes campaigns and support projects.

CAS (Creativity, Activity, Service), learners make regular visits to creches, hospitals.

School Partners GRAAC, AACD, Creche Novo Esperança, Projeto Semente do Amanhã.

MaDD - Make a Difference Day is held on the last Friday of each month. This gives the school community a chance to reflect and celebrate community action.

PTA - Parents and Teachers Association Parents, teachers and head teacher are part of a team who work side by side to promote a wider liaison between families, the school and the community. The PTA's role is to ease this dialogue, better the inter-personal relations, promote the communication of the schools educational projects, support the work of our children and bring social and environmental institutions into the school. The funds collected on International Day, Festa Junina are used to support learner led charities and NGOs.



All members of the community are individually valued and respected



Everyone in the community is a learner

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



St. Nicholas



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