



## **St Nicholas School School Details and Candidate Profile**

### **St Nicholas School Mission Statement**

Through an inquiry based international education in English, 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.

### **A brief history of the school / who we are**

Over thirty years ago St Nicholas started as a small nursery school providing an English Education for children from an international background. Today St Nicholas School is an IB World School contained within several converted buildings located close to the heart of São Paulo. The School is a vibrant, stimulating and happy multi-cultural environment where international mindedness is valued, promoted and celebrated. Our international community is made up of just 700 pupils and staff speaking 20 home languages representing 6 continents and 25 nationalities.

We meet the needs of pupils seeking international education in Brazil by recognising that students enter St. Nicholas at a range of ages and from a variety of different cultural and educational backgrounds. We endeavour to provide a curriculum sufficiently broad to meet these needs and rigorous enough to equip our pupils for the challenges of Brazilian and International Universities. Outside the classroom St. Nicholas offers a wide range of extra curricular activities which enrich the life of the pupils and foster the development of lifelong skills, values, attitudes and interests.

More information about Nicholas School can be found in our web site [www.stnicholas.com.br](http://www.stnicholas.com.br)

### **The Primary School – Year 1 to Year 6**

School follows the IB Primary Years Programme. The pupils' learning is guided by their previous experiences and based on inquiry as a vehicle for learning, taking into account what the child wants to learn and also recognizing that we are preparing children for the opportunities, responsibilities and experiences of life within an international context. This curriculum ensures that all pupils are provided with the opportunity to develop their full potential academically, physically and socially. The learning experience ensures students are inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced and reflective.

At St. Nicholas, we recognise that there is a wide range of development within each year group. While respecting each child's natural development, we provide a system in which children receive support to reach their full potential. The personalised learning department provides support for all pupils from special learning needs to language acquisition to accelerated learners.

All pupils are in classes with a qualified and experienced teacher and a teaching assistant, ensuring a favourable adult - pupil ratio and an environment where the uniqueness of each individual is

celebrated and the strengths and interests of each pupil guide learning. Specialist teachers in some or all of the following areas support class teachers: Physical Education, Music, Drama, Art, ICT and Portuguese.

Extra-curricular activities are offered either at lunchtime or immediately after school, which enables pupils to pursue an interest outside the curriculum demands. Where appropriate the curriculum is extended beyond the classroom with both day and residential fieldtrips.

### **The Secondary School**

The Senior School consists of six year groups leading to the achievement of the IGCSE and International Baccalaureate Diploma and Certification and the Brazilian qualifications of Ensino Fundamental and Ensino Médio and offers:

- An inquiry curriculum based on the principles of breadth, balance, progression and coherence and the beginnings of a mapped curriculum based on Understanding by Design.
- Personalised learning programmes catering for individual needs.
- A range of options – a varied programme of Creative Arts and additional languages.
- The education of the whole child – caring, articulate, well informed, confident students.
- A stimulating, relevant Personal, Health and Social Education programme including Learning to Learn.
- A trans-disciplinary Global Perspectives course in Years 7 & 8.
- A tutorial system providing regular supportive guidance for all students.
- A personalised post-school advisory service including international and local University entrance.
- Detailed reporting system providing regular feedback for parents.

There are three integrated, but distinctive stages to the Senior School:

#### **Years 7 and 8**

Students follow a broad programme with an important focus on the development of personal organisation and study skills. The disciplinary subjects are complemented by a Core, comprising Global Perspectives, PSHE, Learning to Learn and a third language. Students are encouraged to assume independence and responsibility for their own learning.

#### **Years 9 and 10**

Students follow two year courses leading to International General Certificate of Education examinations, which take place at the end of Year 10. The overarching aim of the curriculum in Years 9 and 10 is to prepare students for the IB Diploma programme.

#### **Years 11 and 12**

Students follow the International Baccalaureate Diploma Programme. It is a challenging, intellectually demanding, but exciting course with a genuine international perspective.

The Senior School is led by the Director of Studies, the Pastoral Leader and the Head of Senior.

### **Candidate Profile**

St Nicholas School is at an exciting stage in its development. We require professionals who are able to commit themselves to the ethos and values of the school and are prepared to offer the extra ingredient that will make a difference for the students. The successful applicant must be prepared and willing to play a full and active role in the ongoing development of the school.

As an IB World School all members of the community will strive towards fulfilling the IB learner profile. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet and help to create a better more peaceful world. IB learners strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



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