



Our Insights

◆ Learning builds children's interests and needs in an atmosphere that encourages risk-taking, promotes reflection, and honors **time for individual development**

◆ The collaborative school **community** values and promotes meaningful **interaction and communication** among students, teachers, parents, and community members.

◆ **Integration** is an essential component in constructing learning opportunities that foster **connection-making**

◆ It is critical to embrace all aspects of a child's development (social, emotional, cognitive, and physical) and **nurture growth** over time through high expectations anchored in **open-ended experiences**.

◆ Children who are **mindfully engaged** and have a voice in their learning become empowered, self-motivated and on the path to **life-long learning**.

◆ Rich learning occurs when children **inquire and engage** in mindful learning experiences leading to thoughtful **processing and active problem-solving**.

◆ Learning embedded in **authentic experiences** focuses on children's natural environments and provides opportunities for them to **construct their own understandings**.

◆ Strong **character development** is nurtured in an environment that is safe, respectful and peaceful.

◆ Quality instruction depends on a variety of **differentiated** learning experiences that embrace the many **languages and learning styles** of children.



Primary Village North

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CENTERVILLE PRIMARY VILLAGE NORTH

.....Where Wonder Begins!



"It has been said that the environment should act as a kind of aquarium which reflects the ideas, ethics, attitudes and culture of the people who live in it."

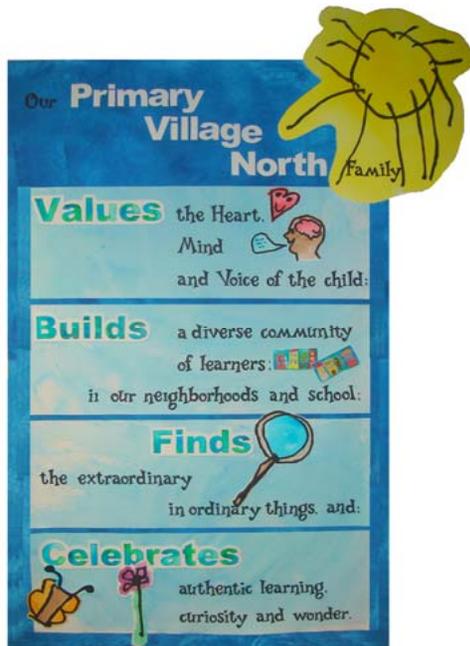


Loris Malaguzzi

Primary Village North educates approximately 500 preschool, kindergarten and first grade students. To create a sense of community, the school is divided into smaller neighborhoods. The blue neighborhood consists of young fives and preschool classes and the green, raspberry and purple neighborhoods contain kindergarten and first grade classes. K/1 students generally stay with their neighborhood group for their two-year experience, promoting a sense of family among the students and their teachers.

Our Ideas

PVN was founded on “Nine Insights” (back cover) centered on our belief in the inherent abilities of young learners. This belief is also shared by our many community and family volunteers. Based on the Educational Insights, PVN strives to create the ideal learning environment for young learners.



Authentic Learning Experiences: Each day offers a learning opportunity full of wonder and inquiry. Primary Village North supports child-centered learning in which the classroom learning environment is constructed jointly between the classroom teacher and the students. Documentation of student learning and thinking fills our classrooms and hallways.

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First graders integrate literacy and social studies. After extensive library research, students wrote letters to schools in various states and finally mapped their new knowledge.

Our Learning

Literacy: Primary Village North promotes and supports balanced literacy instruction that provides opportunities for authentic reading, listening, oral language and writing. Literacy instruction is embedded throughout our young learners' day, focusing on student developmental levels and individual instructional needs. Science and social studies are integrated naturally through the reading and writing process and student-initiated projects. Reading specialists and intervention teachers are also available to support individual students' learning.



Math: Children learn best when math is taught through hands-on experiences that develop critical thinking, mathematical reasoning and creative problem solving. The Math in Focus program uses manipulatives and activities to engage students. Through the use of special projects, students have the opportunity to use math in authentic and differentiated ways.

Our Philosophy

Our efforts to create effective classrooms focus on four inter-related elements: Whom we teach (learners), where we teach (learning environment), what we teach (content) and how we teach (instruction).

We promote our **learners** to take ownership in their learning with shared decision-making.



- ◆ The content is a vehicle for process and self-discovery.
- ◆ Teachers focus on students' needs and their interests.
- ◆ The classroom learning environment is constructed jointly with the teacher.
- ◆ Evaluation is used to focus the learning opportunities.

Research shows that the classroom **learning environment** is KEY to student learning and achievement. An enriched environment creates a dynamic group of learners with a strong sense of community. An enriched environment invites learning by promoting a safe climate where learners can naturally explore and investigate. At Primary Village North, we honor good citizenship, respect and responsibility.

Our Special Places



The Little Elk Café . . . Where Friendship Begins! Early literacy experiences are strengthened by spending time with children in conversation. Lunch at Primary Village North is a time for first graders to engage in meaningful “talk”. Parent volunteers and staff members assist in the café to help students practice good manners and encourage purposeful dialogue.



"All meaningful change starts in the imagination and works its way out. Therefore, dream often... and dream BIG." Dan Zada



Integrated Arts: The arts are integrated throughout the young learner’s day. Students will be provided opportunities throughout the school year to be involved in art, music, library and physical education as connected to our classroom learning.



The Outdoor Classroom: The grounds outside PVN provide a natural environment that supports students’ curiosity and creates a sense of wonder. In addition to a woodlands and prairie, our outdoor places include a bird blind, an observation station, the Buckingham/Riley Garden and a sensory garden.



Young Five’s Program: To better meet the varying needs of kindergarten students, we offer a Young Five’s Program. This program is designed for those children who are five by September 30th, but who will benefit socially, emotionally, and physically by having an additional year of growth.

