



# EARLY CHILDHOOD EDUCATION

at NOVA  
International  
School Skopje



## OUR PHILOSOPHY:

The Early Education Center (EEC) program's framework is informed by the values and beliefs of the International Baccalaureate Primary Years Programme (PYP) and the NOVA International School Skopje's guiding documents.

At NOVA, we believe all children are unique and deserve a stimulating educational environment where they can grow physically, mentally, emotionally, socially,

and academically. Students learn through play, which allows them to be active and creative.

They observe and explore the world around them through choice in their play, inquiry, and hands-on activities, be it in groups or independently. Our EEC students develop in an equitable, positive, and safe environment and are invited to share their ideas, thoughts, and experiences.

At NOVA, we aim to develop inquiring, knowledgeable, open-minded, risk-taking, and caring young people who contribute to creating a joyful and inclusive environment through intercultural understanding and respect. They are preparing for a dynamic, ever-changing future by learning to be adaptable and flexible as global citizens.



## OUR IMAGE OF AN EEC CHILD:

We believe that EEC children come as unique individuals with their own experiences and prior knowledge. They each bring something new to share with their community, and they learn from each other, their environment, and the adults around them.

Our youngest learners are global citizens of the 21st century and as such, are naturally curious about their surroundings and

actively explore them through all their senses in creative ways. They are risk-takers, ready to take on new learning in a social setting. Children show empathy, kindness, generosity, and care for others. They need their process of learning valued, encouraged, and acknowledged. Children are observant of their world, sincere about their emotions, and courageous in their honesty.



## OUR EDUCATORS:

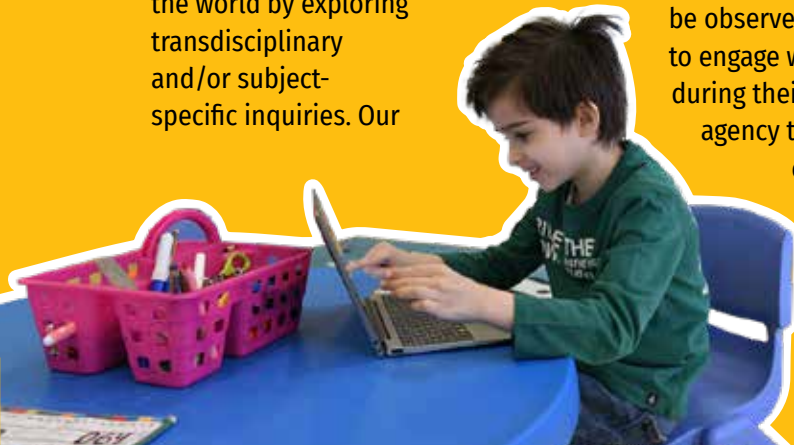
Our team of educators provides young learners with a wide range of learning opportunities through diverse resources and differentiated instruction in a carefully planned environment. Our goal is for students to reach a deeper understanding of the world by exploring transdisciplinary and/or subject-specific inquiries. Our

educators achieve their ambitious goals by monitoring, listening, questioning, and challenging the students' thinking and closely observing children's interactions during various investigations, and daily play.

Educators know when to be observers and when to engage with learners during their play. By giving agency to students, our educators allow them the opportunity to set individual goals and make

decisions for their own learning. Students are given opportunities and resources to express themselves in creative and innovative ways. Teachers make learning visible by documenting children's investigations, conversations, and discoveries.

We believe that educational outcomes are profoundly shaped by the relationships and strong connections between our teachers and students. Moreover, at the core of a healthy learning environment, we promote collaboration and a shared sense of purpose and belonging.



## PARENTS AS PARTNERS:

We believe that collaboration between parents and school is vital to creating a positive learning environment. Establishing trust with the parents is paramount. Parents and educators work together as a team through effective communication to nurture and support the students.

Parents take an active role by understanding our approach, attending celebrations of learning, and asking their children questions. An effective relationship between parents and teachers fosters a shared responsibility for the well-being and development of each individual child.





## OUR ENVIRONMENT:

The EEC environment encompasses indoor and outdoor spaces, using natural spaces and resources as much as possible. Children are able to interact with their environment in safe ways. These purposefully designed spaces are functional and adaptive, inspiring and thought-provoking, and allow for creativity, innovation, risk-taking, and making mistakes. These beautiful spaces convey a sense of belonging, diversity, and cultural awareness

and accept students as unique individuals who adapt to their needs. Our school environment is a nurturing and safe place where students can develop physically, socially, and emotionally. It allows for choice in play and gives students opportunities to work independently or with peers. We also use our wider community outside the school walls to broaden students' experiences and perspectives through field trips.



## OUR APPROACH:

All children benefit from teaching and learning programs that are differentiated to meet their individual needs, and potential. Here at Nova, children benefit from an environment that allows them to actively construct meaning of the world around them through exploration and discovery. Our holistic approach addresses the physical, social and emotional development of children and respects their learning pace.

The units of inquiry are designed with the student's interests and inquiries in mind, giving them

agency in the planning process and allowing them to make choices by directing their learning. Students are given opportunities to learn through the PYP Approaches To Learning (thinking skills, research skills, communication skills, social skills, and self-management skills). From the very first age group, PreK3, we promote the following learner profile attributes into the students' holistic learning: risk-takers, inquirers, balanced, caring, reflective, knowledgeable, principled, open-minded, communicators, and thinkers.

At NOVA, a balance of child-initiated play and adult-initiated learning is vital for children to have the opportunity to explore their ideas, play with various resources, and use their imagination and creativity individually and in groups. Through practicing the skills that they have learned, the children, being given voice and choice, will be able to take ownership of their learning and actively participate in the design of the learning experiences. We aim to promote the transfer of skills to different situations.

