


ABA
OMAN
INTERNATIONAL SCHOOL

# ABA Early Childhood Philosophy

“The child has a hundred languages, a hundred hands, a hundred thoughts, a hundred ways of thinking, of playing, of speaking.”

Loris Malaguzzi

# Our Image of the Child

At ABA, we view children as capable, curious, and competent learners. Each child arrives with their own experiences, ideas, and theories about the world.

We honour their voices by creating opportunities to explore, question, and express themselves through play and inquiry.

As active participants in their learning, children are thinkers, communicators, problem solvers, and creators who construct meaning through their interactions with people, materials, and the world around them.

Our role as educators is to listen deeply, observe thoughtfully, and respond with intentionality, ensuring every learner feels valued, respected, and empowered to grow.



# Play as Learning

Play is both a right and the foundation of learning for Early Childhood at ABA.

As a Reggio-inspired programme, we believe children learn through play, by experimenting, taking risks, communicating, problem-solving, expressing emotions, and making sense of their world. Play is a meaningful form of inquiry that naturally invites curiosity, creativity, collaboration, and reflection.

Play is not separate from learning, but deeply interconnected.

## “Play is the highest form of research.”
## Albert Einstein

**Each play experience offers children opportunities to...**

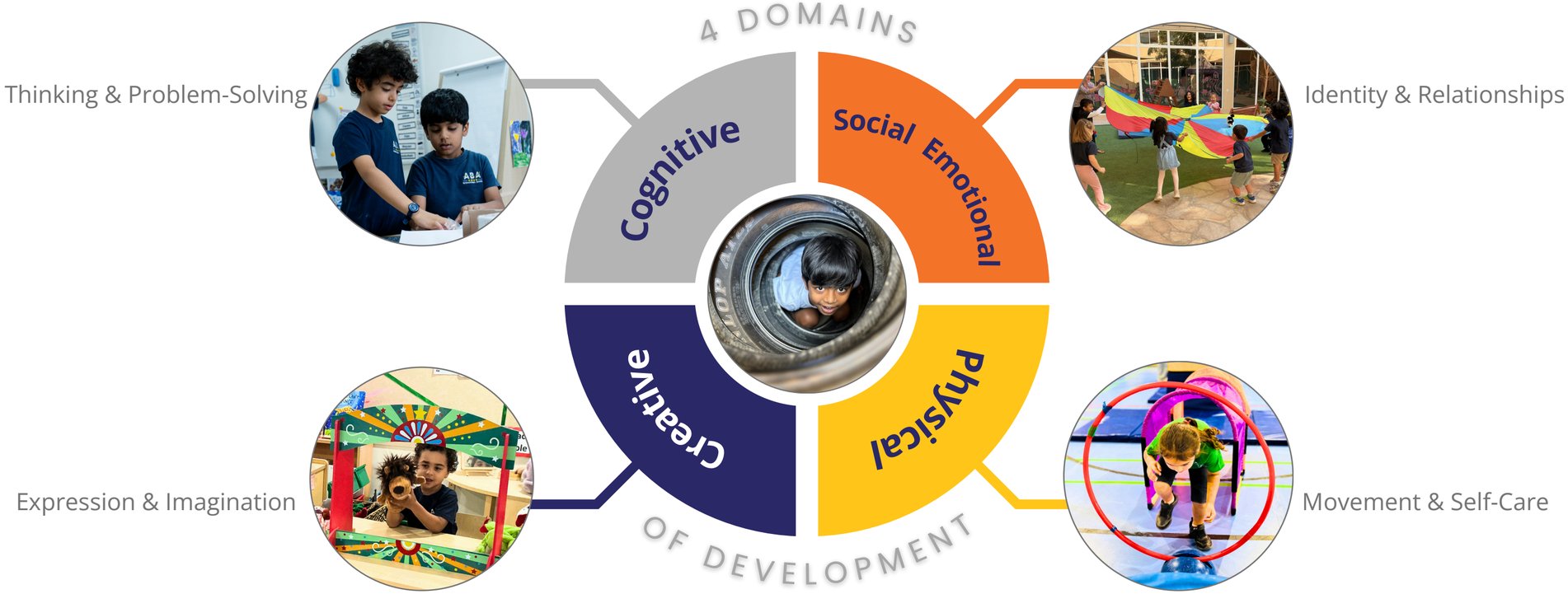
question, imagine, explore, construct knowledge, make connections, and develop their understanding of themselves and the world around them.



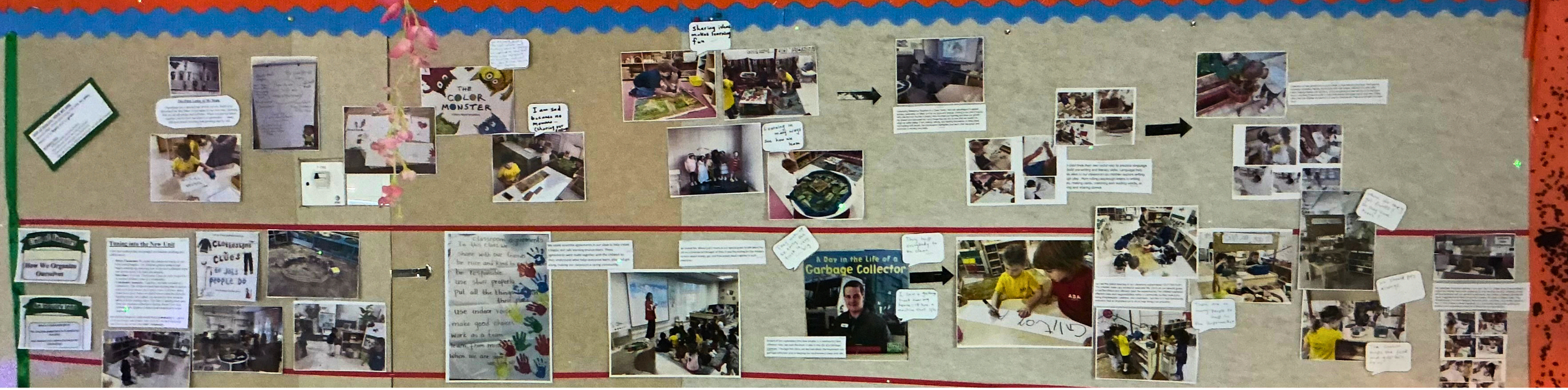





# A Continuum of Growth




Inspired by established research in Early Childhood development and holistic education, our programme unfolds across four interconnected domains that support the child as a whole learner. Through play, inquiry, relationships, and meaningful experiences, we nurture children as capable, confident, creative, and connected learners, recognising that development across physical, cognitive, social-emotional, and creative dimensions is deeply interconnected. Specialist experiences such as Physical Education, Creative Arts, Library, and Arabic (KG) further enrich and support children's development across all four domains.




# Making Learning Visible

At ABA, we **value the process** of documenting children's learning - making their thinking visible through photographs, dialogue, and artifacts of learning.

Documentation is not just a display; is a tool for reflection, communication, and connection, helping children, educators, and families see learning as an **evolving journey**.

We make this visible through inquiry walls, portfolios, reports, and reflections that **celebrate children's voices**, thinking, and growth.

# Learning Spaces

Our learning environments are thoughtfully designed to inspire curiosity, creativity, and connection.

They are safe, inclusive, and flexible spaces that evolve in response to children's interests and needs. Our spaces encourage exploration through open-ended materials, natural elements, and meaningful provocations.

We believe the environment space teaches: it invites collaboration, supports independence, and reflects our belief that every child belongs and contributes.












# Respectful & Meaningful Relationships

We believe relationships are the foundation for all learning. Through warm, trusting, and reciprocal relationships, children develop a sense of identity and belonging.

Our Early Childhood classrooms are communities where every child feels seen, valued, and heard, fostering empathy, collaboration, and respect for diversity.

At ABA, learning extends beyond the classroom. We work in partnership with families, recognising them as the child's first and most important educators. Together, we nurture confident, caring, and globally minded citizens who act responsibly towards themselves, others, and the environment.

# Agency, Voice, & Independence

Children are active participants in their learning, encouraged to make choices, express ideas, share theories, and take ownership of their actions.

Educators act as respectful listeners and facilitators who extend learning through observation, open-ended questions, and shared wonderings.





# Languages of Expression

We honour multiple languages of expression — spoken and written language, art, music, mathematics, and movement — as ways children represent and communicate their thinking.

Through storytelling, games, songs, interactions, and open-ended materials, children develop early literacy and numeracy foundations while making meaningful connections to the world around them.

Phonological awareness grows through language-rich experiences, mathematical thinking emerges through exploration and patterning, and creativity flourishes through art, music, and movement.

# The IB Learner Profile in Action

We live the IB Learner Profile every day!

Balanced

Principled

Caring

Thinker









Communicators

Risk-Taker

Inquirer

Open-Minded

Reflective

Knowledgeable



# Family Classes

***FC (1 & 2) - 3 to 4 and 4 to 5 years old***

At ABA, our Family Classes bring together children within a two-year age range, reflecting the natural way children learn through relationships with peers both younger and older than themselves.
Younger children are supported and inspired by older peers, while older children develop confidence, empathy, and leadership. Learning experiences are designed to respond to each child's stage of development, allowing children to grow at their own pace.

Research highlights the many benefits of **mixed-age learning**: it fosters collaboration, independence, social-emotional growth, and a strong sense of belonging, while the continuity of relationships between children and teachers supports deeper, meaningful learning over time.

***"In a mixed-age group, a teacher is more likely to address differences not only between children but within each individual child."***
**— L. Katz, 1995**










# Kindergarten

***KG - 5 to 6 years old***

Kindergarten marks the beginning of ABA's K–12 learning journey while remaining grounded in our Early Childhood philosophy, where play, inquiry, relationships, and child development remain central to learning.

Children engage in purposeful and developmentally appropriate learning experiences that build strong foundations in literacy and numeracy through both guided instruction and exploration. Learning continues to be concept-driven through the PYP Programme of Inquiry, with opportunities for creativity, collaboration, and real-world connections.

Our approach nurtures confident, capable, and curious learners while supporting the development of independence, thinking, and a love for learning.

# · RELATIONSHIPS · INQUIRY ·




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