

FAQs

Families

Table of Contents

PART 1 OF 2

METHODOLOGY

How did NovaLumi start?	5
Why do students do projects at NovaLumi?	6
Are there teachers at NovaLumi?	7
What is the role of tutors?	8
How are tutors selected?	9
Who is the master? What is their role?	10
Do tutors and masters work together?	11
How do multi-age classes work at NovaLumi?	12

PROJECTS AND CURRICULUM

Does NovaLumi follow a national curriculum?	14
Does NovaLumi have classes?	15
What is the difference between projects, workshops and modules?	16
Are there Physical Education classes?	17
Is there an art class?	18
How can students become interested in a project?	19
I didn't quite understand how working with projects and skills works. What about the content?	20
Do children study in the same way as in a traditional school?	21

PROJECTS AND CURRICULUM (CONT.)

Does the school encourage projects to have practical proposals connected to the real world?	22
Do students undertake multiple projects at the same time? How does this happen?	23
How does assessment work at NovaLumi? Are there tests?	24
How does literacy happen?	25
Does NovaLumi prepare students for university entrance exams?	26

DAILY ROUTINE AND SCHOOL ORGANIZATION

How many students are there in each class?	28
How do students coming from other schools adapt?	29
What is the daily routine of children like?	30
Is homework sent home?	31
Does NovaLumi have a summer school? Can a student repeat a year?	32
When leaving NovaLumi, which grade do students go to?	33
What happens to students who need to leave NovaLumi and go to a traditional school? Do they adapt?	34
Does the school have a canteen or provide snacks to students?	35
Does the school adopt a uniform or any specific clothing?	36

Table of Contents

PART 2 OF 2

RELATIONSHIPS AND DIVERSITY

Who has the closest contact with students?	38
What is done when there is a conflict at school?	39
How does the school care for students' emotional wellbeing?	40
How does the school teach students about values and a sense of community?	41
How does the school deal with the question of religion?	42
How is diversity promoted at school?	43
How does NovaLumi deal with inclusion?	44
Does NovaLumi have a scholarship or discount policy?	45

PARTICIPATION OF FAMILIES

How do families participate in NovaLumi?	47
How do families access what children and young people are learning?	48
How does communication between families and the school happen?	49

BILINGUALISM

Does NovaLumi accept students who are not fluent in English? How can they keep up?	51
How are languages integrated in practice?	52

BILINGUALISM (CONT.)

Is everyone at school fluent in English?	54
Does NovaLumi offer any certification in English?	55
Is NovaLumi an IB (International Baccalaureate) school?	56
What support does the school offer students interested in studying abroad?	57

TECHNOLOGY

Can students bring and use their mobile phones at school?	59
How are digital technologies used at school?	60
What is the ArcMosaico platform? What is its role?	61

AFTER-SCHOOL

Does the school offer extracurricular activities?	63
Is there a list of recommended content for after-school? Does the after-school professional need to be a licensed teacher?	64

Methodology

How did NovaLumi start?

The NovaLumi Methodology was the result of an extensive process of research, discussion and reflection.

Ricardo Semler, its creator, noticed that the people who worked in his company did not demonstrate autonomy or creativity, and had difficulty self-managing their daily lives. Something seemed wrong: people appeared to reach adulthood without having developed basic skills such as self-knowledge, resilience or proactivity. This made him think that the way school was conceived left no space for — and was not committed to — creating opportunities to develop those skills.

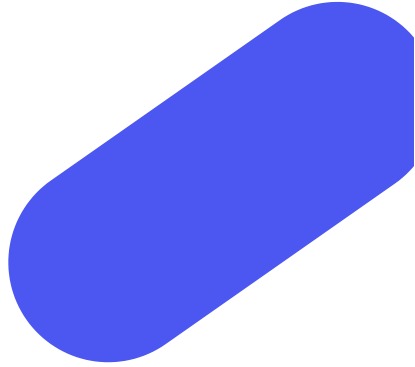
A council was formed with names such as Fernando Almeida, Helena Singer and Eduardo Chaves — Paulo Freire was present at some meetings — which discussed throughout the 1990s what the school should be, given the need for a transformation in the ways of teaching and learning. The Lumiar methodology emerged from these discussions, and the first school was founded in the Bela Vista neighborhood of São Paulo in 2003.

The methodology has been recognized as one of the most innovative schools in the world: by UNESCO in 2007, by the OECD in 2018, and through projects such as the Synapses Manifesto, in partnership with Project Zero (Harvard, USA), FutureLab (UK) and Microsoft, in 2011. NovaLumi is the brand for the schools opened in international territories, and carries that legacy forward.

Why do students do projects at NovaLumi?

We work with projects because we believe in promoting meaningful and contextualized learning journeys. When studying from their own interests and real needs — identified with the support of educators, from the learning expectations for each cycle — students find meaning in what they learn, create hypotheses and strategies, expand their repertoire and build their own knowledge.

In addition, active methodologies are critical if we really want a curriculum focused on skills and competencies. When taking part in original, creative projects in very diverse contexts — from astronomy to vegetable gardening, from hip hop to geopolitics — our students have a real opportunity to develop varied skills: synthesizing information, thinking mathematically, managing time, developing balance, practicing active listening and being cooperative, among many others.



Are there teachers at NovaLumi?

Yes, but their role is different from the one played in most schools. We have two types of educators at NovaLumi: **tutors**, mainly responsible for the class, and **masters**, professionals invited to develop projects with students.

Alongside them, **assistants** are educators and partners of the tutors, helping tutors and masters organize planning, run practices and keep the routine running smoothly. **Interns** support the whole team while learning about the routine of a school.



What is the role of tutors?

Tutors are pedagogues or graduates and accompany students daily. They are responsible for identifying, valuing and validating the interests of students and of the class, and for ensuring that proposals are pedagogically appropriate to work with individual and collective learning needs. Students remain with the same tutor for two or three years, which allows the tutor to know each student deeply.

It is also their role to bring different subjects in, expanding the repertoire of students and stimulating them to develop new interests; to articulate projects with masters; to register and reflect on the paths of the students and the group; to monitor Individual projects; to organize Group Circles and Reading the World sessions; and to conduct meetings and communicate with students' families.

How are tutors selected?

Tutors are the educators who spend the most time with students, and are responsible for the development of the class, the Survey of Interests and Needs and the identification of each student's learning needs. A careful selection process is therefore essential, one that takes into account the prerequisites for good tutoring work: academic training in Education, as well as skills and competencies related to commitment, meta-learning, critical thinking, organization, proactivity, openness to learn, constant dialogue, an ethical and humanistic posture and a passion for human development.

The selection process is composed of several stages and done carefully, going through collective and individual interviews, in Portuguese and English, and experiences at school. Taking into account participatory management, which is one of our pillars, we ensure that the team as a whole — the future colleagues — also takes part in the process.

Who is the master? What is their role?

Our projects are elaborated from the Survey of Interests and Needs of students. After this stage, the school leadership team and tutors seek masters: people with in-depth knowledge on a subject and the willingness to conduct projects at school.

The role of the master is mainly to collaborate with experiences and learning in a meaningful way, contributing with their passions and/or expertise. Bringing masters into projects allows students to be in contact with professionals from different areas, since this figure does not need to be an academic, and a great diversity of subjects can be addressed.

Masters can have quite varied professions — doctors, engineers, chefs, designers, stylists, carpenters, writers, landscapers, journalists, astronomers and firefighters are some examples. Teachers can also be masters. It is common for schools to have, in addition to the masters invited, some fixed masters, usually specialists in areas such as Mathematics, Portuguese or English. This diversity of people puts students in contact with a variety of perspectives and worldviews and exposes them to people with very different skills, increasing the repertoire of skills to be developed.

Do tutors and masters work together?

Yes. Tutors are mediators and group managers, responsible for coordinating the organization of all projects in partnership with the masters. They have continuous access to planning, records, and assessments.

How do multi-age classes work at NovaLumi?

At NovaLumi, classes are made up of children and young people of different ages. They work together in the regular learning process, having shared or distinct objectives, depending on the development phase and/or skills of each one. Everyone can have varied roles in the different proposals, which enables a context adequate to the needs and interests of each one.

Groups within the class itself also occur in several ways. They may occur by age, by interest, by role to be developed or by skill. In this way we expand the possibilities of learning and socialization, creating spaces that dialogue with the diversity and age range that exist outside school.

The students who make up these groups remain formally enrolled in the school year equivalent to their age, in legal terms and in the official documentation. As a rule, this is the division into cycles adopted by NovaLumi:

Early Childhood Education

Early Years 1 (EY1) ages 0 to 2

Early Years 2 (EY2) ages 2 to 4

Early Years 3 (EY3) ages 4 to 6

Elementary Education

Elementary Cycle 1 (F1) Years 1, 2 and 3 — ages 6 to 8

Elementary Cycle 2 (F2) Years 4 and 5 — ages 9 and 10

Elementary Cycle 3 (F3) Years 6 and 7 — ages 11 and 12

Elementary Cycle 4 (F4) Years 8 and 9 — ages 13 and 14

Secondary Education (High School)

H1 (M1) Grades 1 and 2 — ages 15 and 16

H2 (M2) Grade 3 — age 17

Elementary Education may also be organized into three cycles of three years each: Elementary Cycle 1 (F1), Years 1 to 3; Elementary Cycle 2 (F2), Years 4 to 6; and Elementary Cycle 3 (F3), Years 7 to 9. Because the year ranges differ between the two models, we always state the years alongside the code.

Projects and curriculum

Does NovaLumi follow a national curriculum?

Yes. Our curriculum consists of two matrices — the Competencies and Skills Matrix and the Content Matrix — which are aligned with the official national or local curriculum of each country where the school operates. In Brazil, for example, they are aligned with the National Common Core Curriculum (BNCC); in the UK, with the UK National Curriculum; and in other countries, with the respective local curriculum. Both matrices are integrated into projects and other school practices.

NovaLumi's curriculum is not linear or based on a predetermined sequence. Educational experiences are planned according to students' interests and learning needs while ensuring full coverage of the applicable local curriculum. The ArcMosaico platform enables the individual monitoring of each student's learning journey, mapping their progress and curriculum coverage over time.

Does NovaLumi have classes?

We do not have “classes” as we are used to seeing in schools. Everything that students want and need to learn or develop is worked on and mobilized in our main practices, which are projects, modules and workshops. We call the moments of exchange and learning **sessions**.

There are, within our practices, expository moments — more like classes — because they are also necessary, but they will always have a context.

There are also:

Reading the World a practice in which students are in contact with their surroundings, current affairs and news (through videos, interviews, readings, tours, etc.). It is an important moment to bring new references to students, stimulating new interests and inviting them to reflect and share, expanding their socio-cultural repertoire and building a critical and questioning sense. It occurs 1 to 5 times a week, with frequency varying by cycle.

Individual project a moment in which students choose a theme to research, deepen and create, structuring the planning and defining their own objectives and the path to be followed, with the support of the tutor.

Reading Time opportunities for the development of autonomous reading.

Study period time to carry out tasks, study and deepen the topics that interest students and the pedagogical needs that require attention.

Circle (Roda) a moment that involves the whole school and addresses agendas of collective interest.

Group Circle a moment to manage the collective issues of a particular class.

Committees groups that take care of different aspects of the school. For example, the separation of waste, the organization of events, the organization of the library, the maintenance of school space, etc.

What is the difference between projects, workshops and modules?

Most of what we do is through **projects**. They aim to develop competencies and work content in an inter- or transdisciplinary way.

Modules work on the systematization of content or skills that will support a given project. They are composed of didactic sequences that are more similar to the “classes” of schools, but are always related to the class projects.

Workshops are flexible practices that seek to develop skills and different issues pertinent to the group, usually with more practical sessions.



Are there Physical Education classes?

Sports, as well as skills and content related to body and movement, are mobilized and worked on in projects or workshops based on the interests and needs of the students. In addition to learning practical skills, children and young people also learn to compete, to win and lose, to work as a team and individually, to respect rules, and so on.

It is important to note that students always have, in every term, projects that work with skills related to movement in their routines.

Is there an art class?

Skills and content related to the Arts are mobilized and worked on in projects based on the interests and needs of the students.

It is important to note that students always have, in every term, projects that work with skills related to the Arts in their routines.

How can students become interested in a project?

Projects and other NovaLumi practices are elaborated based on the interests and needs of the students. This involvement, from the beginning of the proposal, results in reflections on the role that each one plays in its realization, validates the voice of children and young people, guarantees their development and sheds light on the responsibilities inherent in the teaching-learning process.

When this step is taken carefully and involves everyone, students are genuinely committed to how the practices unfold.

I didn't quite understand how working with projects and skills works. What about the content?

Projects explore varied, cross-cutting themes rather than focusing on a single subject. They are structured around the questions students investigate, the skills they develop, and the original work they produce.

For example, students interested in political issues might create an imaginary country. To do so, they explore Geography through cartography and borders; History through conflicts and customs; Language through writing and argumentation; and Arts through visual elements and cultural heritage. They then apply this knowledge to define their country's language, flag, location, history, people and culture.

Throughout the project, students also develop critical thinking, global awareness, collaboration and cognitive flexibility — skills that help them understand and engage thoughtfully with the world. In doing so, they will have developed not only essential skills but also knowledge and understanding of key curriculum content.

Do children study in the same way as in a traditional school?

NovaLumi organizes its curriculum in line with national parameters, but in a non-linear way. This means that all the planned content is covered, but not in a specific and predetermined order. By choosing to do projects and having a personalized look at learning, we increase the possibilities of working in a meaningful and contextualized way.

For example: children will work on mathematical operations. But instead of doing this using handouts or performing out-of-context exercises, they can do a project on world foods, in which one of the steps is to go to the market to buy items for a recipe. For this to happen, they need to learn about positional value, assemble accounts and perform calculations — and a module connected to this project gives the necessary support to this systematization.

Does the school encourage projects to have practical proposals connected to the real world?

Of course! There is a process of listening, negotiation and mediation between the educator and the students for this to happen. Everything at NovaLumi begins with the Survey of Interests and Needs, individual and collective. Different activities and conversations are carried out to structure what students would like to learn and what they need to learn and develop according to their development stage.

An example of what happened in Early Years 3 (E Y3), with children aged 4 to 6: they said they wanted to build a “nature-saving machine”. The tutor did research to identify environmental issues related to the current moment and presented these themes to students. Taking Reading the World sessions and talking about it, they came to the conclusion that humans were not using natural resources properly.

One of the group’s conclusions was that the use of water could be more conscious and that this would help nature. From this reflection, the class decided to build a cistern for the school and, for this, had the support of a very special master: Damião, responsible for the general services of NovaLumi Pinheiros.

Do students undertake multiple projects at the same time? How does this happen?

Yes. The routine of the groups consists of several projects of different themes, which take into account all areas of knowledge, as well as the interests and learning needs of the students. Every term, tutors carry out this survey, masters are called and the organization is carried out considering the following parameter:

Early Childhood Education approx. 3 to 4 projects

Elementary Cycle 1 (F1) 6 to 7 projects

Elementary Cycles 2 to 4 (F2, F3, F4) approx. 8 to 10 projects

Secondary Education (High School) approx. 14 to 16 projects

It is worth mentioning that, in addition to the projects, there are also Modules, Workshops, Reading the World sessions, Circles, Committees, Reading Time, Study period and Individual projects, which are part of the study moments at NovaLumi.

How does assessment work at NovaLumi? Are there tests?

Assessment at NovaLumi seeks to record the Learning Evidence, the development of skills and the understanding of content throughout the process. In addition to the assessment made by tutors and masters, students also constantly carry out self-assessments.

We can use different assessment tools, and they are chosen according to what makes sense within the proposals and the intentionality of the assessment: reports, posters, photographs, audio files, debates and presentations, among others. For example, the creation of a podcast on a particular subject can be a great tool to assess whether students understood the project information and, in addition, whether they can express themselves out loud, write a good script and read with ease. Putting together an exhibition asks students to revisit what they have learned by reviewing and selecting materials, writing texts and organizing the display — showing not only their understanding of the content studied but also their development of skills such as task management, expressiveness and teamwork.

A test is also an assessment tool, and we understand that it can work to assess certain content and skills, so it can also be used.



How does literacy happen?

Invitation and encouragement to read and write are fundamental in our practices and take place from real contexts: writing tickets inviting families to school events, recording the minutes of the Circles, making posters with information and rules for the use of collective environments and materials, among others. Interest and work with reading and writing can therefore arise at any time, in the projects, from Early Childhood Education onward — but it is from Elementary Cycle 1 (F1), with children aged 6, 7 and 8, that systematization happens with greater intentionality and when daily writing and reading practices are introduced.

This everyday contact with the formal aspects of the writing system helps children express themselves and record their perceptions, their own ideas and their experiences in the projects they take part in. All this is part of what we call literacy: the process through which students become active participants in a culture of reading and writing, learning to understand, produce and use written language meaningfully within different social contexts.

From Elementary Cycle 1 (F1), then, we start to consider in our activities a systematized look at literacy. The tutor works to draw out children's writing hypotheses in context, watching for their interests so these can be included in the proposals, and helps them move forward until they are writing alphabetically. Tutors also encourage children to reflect on what they have written, and offer tools and strategies to help them develop reviewing and self-correction skills. For the success of the literacy process, it is essential that the environment is welcoming of children's expressions and that their hypotheses and productions are recognized and valued.

Does NovaLumi prepare students for university entrance exams?

During their journey at NovaLumi, students have opportunities to develop autonomy and self-knowledge. In Secondary Education (High School) they develop projects, follow Educational Pathways (EP) alongside the Core Curriculum (CC), carry out internships and expand their capacity for research, organization and presentation of results. Young people are thus able to explore different experiences and get to know the many paths the world offers, so that they can focus on achieving their goals — which may include taking an entrance exam.

If this is the case, the tutor will guide this young person to create a study routine, listing points of attention, practices and deepening in certain areas. For students who choose this path, national exams and entrance exams are an important part of the picture. Alongside practice with this kind of test, the student is encouraged to look into references and available courses in the areas that interest them, so that their choice matches their own expectations and aspirations — with the school's support throughout.

The background is a solid orange color. It features several large, abstract shapes: a yellow circle in the top right corner, a blue semi-circle in the bottom left corner, and a large orange rounded rectangle in the bottom right corner. The text is centered on the left side of the slide.

Daily routine and school organization

How many students are there in each class?

Early Years 2 (EY2) approx. 15 students per class

Early Years 3 (EY3) approx. 18 students per class

Elementary Cycle 1 (F1) approx. 20 students per class

Elementary Cycles 2, 3 and 4 (F2, F3, F4) approx. 24 students per class

Secondary Education — H1 and H2 (M1, M2) approx. 30 students per class

How do students coming from other schools adapt?

Before the start of classes, at the beginning of the year, families and students take part in an individual meeting with the tutor of the class. It is an important moment for them to get to know each other and talk about talents, passions, challenges, well-developed skills and those the student still needs more support with — bringing relevant information for the tutor to help them go through this moment of adaptation as smoothly as possible. Throughout the routine there is also the possibility of individual monitoring and support groups to assist certain areas that need attention.

The adaptation is done carefully, with the team always observing the child and understanding their process in a personalized way. Dialogue and partnership with families are essential in helping the child feel more and more secure, understanding the contexts and needs of all those involved, so that they can gradually be in the school environment without the need for a family member.

As classes at NovaLumi are multi-age, there is always a great movement of new students coming from other cycles. Therefore, everyone is very used to the process of welcoming colleagues, and there is a legitimate desire to welcome and integrate new members. The tutor is always attentive to any challenges that may arise.

What is the daily routine of children like?

The routine at NovaLumi is diverse. Every day students experience different project proposals, workshops, Reading the World sessions, individual and collective study moments, Reading Time, breaks, free time and games. There are also tutoring sessions, when tutors work with the group on reflections about events, questions about time management and project tasks.

Is homework sent home?

The sending of tasks home does not occur daily, but contextually and according to the development of the projects and each student. There is, therefore, the possibility of some activities being requested at home, but there is no pre-established frequency. In addition, students have moments of individual Study period throughout the routine, when they can carry out these activities at school.

Does NovaLumi have a summer school? Can a student repeat a year?

Every term, we hold a class council with all the educators of the classes — tutors, assistants, masters — and with the school leadership team, including Educational Guidance, the School Principal and coordination staff, to talk about each student's development in all areas.

If the educators understand that a student needs to review some specific skills or content, they are offered the possibility of doing an Individual project or activity in a personalized way, according to their need.

Each year and each multi-age cycle has corresponding learning expectations, that is, skills that are expected to be developed over these years. If, at the end of a period, a student has not developed certain skills satisfactorily — even with the opportunities offered through summer school — and the class council understands that this will make it hard for them to keep up the following year, the student repeats the year.



When leaving NovaLumi, which grade do students go to?

Even when attending a multi-age cycle at NovaLumi, students remain formally enrolled in the grades/years equivalent to their age. So a student who leaves NovaLumi enrolls in the corresponding year at their new school.

What happens to students who need to leave NovaLumi and go to a traditional school? Do they adapt?

The way we work at NovaLumi favors the development of autonomy and responsibility. So if students change schools and come across content their new classmates have already seen — or the other way around — they have the judgment and the skills to recognize what they already know and what they still need to study, which helps them adapt smoothly to other models.

By following these transitions, we have data showing that our students stand out in participation, in asking questions and in reflection, and that they can connect different content and areas of knowledge. Their interest and passion for learning are evident. This makes it a lot easier to deal with any challenges that may arise.

Does the school have a canteen or provide snacks to students?

The food at NovaLumi is outsourced. Meals are selected by a team of nutritionists and served in the school itself, without the need for the student to take food from home.

We offer a snack in the morning, lunch and a fruit in the afternoon, with the possibility of an additional snack if the child or adolescent chooses to stay at school to carry out extracurricular activities.

Does the school adopt a uniform or any specific clothing?

Not at the moment. We believe in clothes as a valuable form of expression and in the importance of the individuality and tastes of each one.

However, many students have already asked the school to adopt an optional uniform. Some classes at NovaLumi Pinheiros are even starting a campaign to create the pieces.

Relationships and diversity

Who has the closest contact with students?

The tutor is the educator responsible for closely monitoring the daily development of each student, understanding what skills still need to be worked on, what their interests, ambitions, talents and particular goals are. There are also assistants and interns who support the tutors and support the students.

What is done when there is a conflict at school?

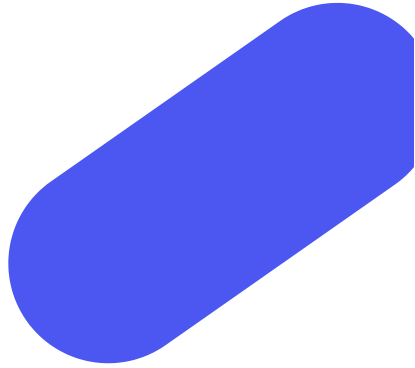
It is not consistent with our methodology to apply punishments, nor is it the role of any member of the school community to stifle conflicts. Instead, the adults look closely at what each relationship and each moment needs, taking on the role of mediator. That role helps everyone involved in the conflict or disagreement to reflect maturely and courageously on what led to it, to retrace how events unfolded, and to take on what comes next — not “blame” for what happened, but shared responsibility for the steps that will restore a good way of living together.

How does the school care for students' emotional wellbeing?

The development of socio-emotional skills permeates the NovaLumi curriculum in all groups. Our Competency Matrix offers the possibility to work different skills focused on this axis, such as resilience, metacognition, self-confidence and self-management, in a transdisciplinary way. These skills are mobilized throughout the year in different projects, and the ArcMosaico platform gives the opportunity to map, monitor and evaluate each one of them, bringing a vision of the development of each student. The tutor, mainly responsible for the class, accompanies the students throughout the routine, creating bonds and ensuring a healthy emotional development from Early Childhood Education through Secondary Education.

The school day is full of interactions with many different people in many different spaces, since our students move freely throughout the school. In this way, we promote an environment conducive to the development of empathy, cooperation and self-regulation. In addition, in their activities, students are encouraged to develop active listening, express themselves, identify and understand their emotions and respect those of others, which contributes to a favorable environment for learning.

There is also the possibility of support from the Educational Guidance Coordinator when necessary, including the bridge with possible support professionals outside the school.



How does the school teach students about values and a sense of community?

At NovaLumi, in addition to incorporating elements of participatory management in learning through the construction of projects that meet their interests and needs, students participate in school and group circles so that, collectively, they deliberate on the school rules and arrangements.

Participatory management, one of our pillars, encourages children and young people to understand their role and that of other people within a community, thus enabling the development of important skills for life in society.



How does the school deal with the question of religion?

NovaLumi is a secular school. We respect every religion and believe in the importance of living with the diversity of beliefs and thoughts. If it is a topic of interest to students at some point, it may be approached in projects from a historical and cultural perspective.

How is diversity promoted at school?

Promoting and valuing diversity is a pillar of NovaLumi. Each student is seen in their individuality and respected within their particularities, so living with people of different origins, ethnicities, religions, sexual orientations and disabilities is of fundamental importance to us.

Working with masters also enhances the promotion of diversity, as we often have the opportunity to receive new people in our community, with different skills, personalities and worldviews, increasing the repertoire of students.

How does NovaLumi deal with inclusion?

Our methodology is built on personalized attention to each student, in the understanding that everyone has talents and challenges. Students with disabilities and students with learning difficulties are therefore welcomed and supported in what they need.

Prior to enrollment at NovaLumi, the child or young person and their family participate in a conversation with the school's Educational Guidance so that it is possible to understand the context. This professional accompanies each student with disabilities and/or learning difficulties closely and prepares the Individualized Educational Plan, to be developed together with tutors and masters. Thus, we consider which adaptations can be made to enable the integral development of this student.

Does NovaLumi have a scholarship or discount policy?

Yes. The criteria for granting scholarships and discounts are diverse and analyzed on a case-by-case basis, as the school really wants to promote diversity.

We offer a full scholarship to students from less favored economic scenarios who have an interest in our methodology, allowing families from different contexts to be part of our community. We also have partnerships with companies, offering discounts for children of employees and discounts for families who refer other families.

Participation of families

How do families participate in NovaLumi?

We understand that the relationship between the school and families should be a partnership, and we always make ourselves available for dialogue. Throughout the year, families are invited to attend individual meetings with the tutor, as well as to request individual meetings whenever they feel the need. They have access and direct contact with tutors and the school leadership team to address the student's private issues, and participate in group meetings with the class to address more general issues.

We encourage the participation of families in the school life of children and young people, in actions that guarantee the access and use of pedagogical practices and in social experiences promoted by the school. They can therefore contribute, if they wish, by sharing their passions: participating in Committees at school, conducting Reading the World sessions or applying to be masters.

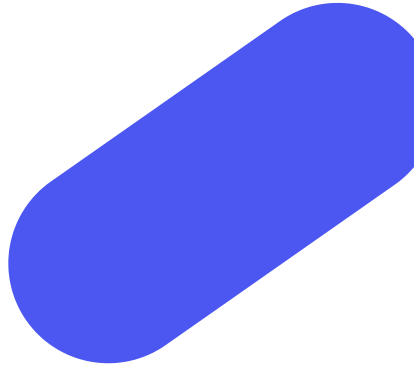
How do families access what children and young people are learning?

Families have access to the routine and projects developed in the current and previous school periods through the ArcMosaico platform. In addition, they can also see reports produced by masters and tutors, Learning Evidence and assessments.

At the end of the school period, families have access to the Term Report. It contains the mosaic of children and young people: information about all the projects they have developed and their respective assessments, assessments of everyday skills and areas of knowledge, and a final report written by the tutor with impressions and evidence of the student's development.

How does communication between families and the school happen?

Daily school communication happens through an app, in which families, educators, the school leadership team, administrative staff and other agents of the school routine have their profiles and can exchange messages. For urgent questions, contact is made by telephone. It is also always possible to schedule meetings with educators and the school leadership team.



Bilingualism

How are different languages experienced in the school routine?

Does NovaLumi accept students who are not fluent in English? How can they keep up?

Yes, everyone is welcome! Within projects, we group students by their communication skills in English. We welcome students at every level, and each one takes on challenges suited to their command of the language.

We do not understand the English language as something that students need to learn for a job interview ten years from now; it is something for now — so that they understand the songs and films they like, communicate with people from other countries and expand their repertoire within the projects they are working on. The language is thus seen as a bridge, a lingua franca.



How are languages integrated in practice?

The languages used at each school reflect its local context. While English is common to all our bilingual programs, the other language may be Portuguese, Spanish, Arabic or another language, depending on the country and community in which the school operates.

A significant part of the school routine takes place in English, as regular exposure and meaningful opportunities for interaction support the development of communicative competence. Projects may be conducted in English or in the other language of instruction, depending on their subject, cultural context, available resources and learning objectives.

For example, a project connected to the country's history, culture or civic life may be developed in the local language, while a project with an international focus may be conducted in English. The choice of language is pedagogically intentional, allowing students to explore content and develop language skills in meaningful contexts.

How are languages integrated in practice? (cont.)

Within projects conducted in English — or in any additional language — students may be grouped according to their current level of proficiency and work toward differentiated objectives. This allows each student to progress from their own starting point.

The balance between languages may vary according to the students' age, proficiency and the school's linguistic context. Early Years groups generally experience more intensive immersion, while in Elementary and Upper Secondary Education the languages may be distributed more evenly. The specific proportion is defined by each school in accordance with its bilingual model and local needs.

Is everyone at school fluent in English?

All tutors and assistants are.

Does NovaLumi offer any certification in English?

English-language certification options may vary from one NovaLumi school to another, depending on the country, local partnerships and the school's programme. Some schools may offer access to internationally recognised English assessments or certifications, while others may provide different pathways to support students' language development and future academic goals.

Is NovaLumi an IB (International Baccalaureate) school?

No.

What support does the school offer students interested in studying abroad?

We are always focused on the interest of each student, seeking to understand their particular pedagogical needs so that they can achieve their personal plans and goals in the future.

In this case, it is the role of the tutor to build, together with the student, the way for them to achieve their goal of studying abroad, monitoring their planning and pointing out the necessary tools for this.

This individual attention helps students see where they struggle in the language and where they are already comfortable, which makes fluency easier to reach. Their studies can also be customized to include more English: students who want extra practice can build it into their Individual projects during the school period.

Technology

Can students bring and use their mobile phones at school?

The rules regarding mobile phones and other personal electronic devices follow the legislation and educational regulations of each country in which the school operates.

In Brazil, Federal Law No. 15,100 of 13 January 2025 — “Law on the Use of Personal Portable Electronic Devices by Students in Public and Private Basic Education Schools” — prohibits students from using mobile phones and other personal electronic devices during lessons, break times and intervals. Their use is permitted when strictly required for pedagogical or educational purposes and authorized by an educator. Exceptions also apply for accessibility, inclusion, health needs, the protection of fundamental rights, emergencies and situations of necessity.

Whether students may bring devices to school, as well as how those devices are stored, is defined by the school in accordance with the applicable legislation and its internal policies.

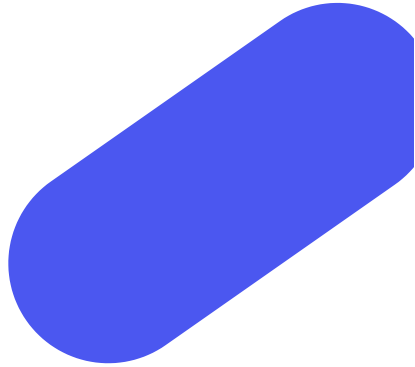
In other countries, our approach is adapted to the local legal, cultural and educational context. In every case, decisions about technology use are guided by clear pedagogical reasons, considering students’ age, learning objectives, well-being and digital responsibility.

Mobile phones are therefore used only when they meaningfully contribute to learning and under the guidance of educators.

How are digital technologies used at school?

We believe that working with different types of technologies is extremely important to connect young people with the present and the future. We use digital technologies in ways that are meaningful to students and genuinely add to their learning, rather than for their own sake. We also stay alert to overuse, which is a challenge for everyone today.

Students from Elementary Cycle 2 (F2) onward have a tablet as teaching material. It is used as a research and registration tool, as well as facilitating access to the ArcMosaico platform — students access it daily to see plans and to complete their Logbooks (Journals) and assessments. Younger students use digital technologies in moderation, and we do not encourage unnecessary screen time.



What is the ArcMosaico platform? What is its role?

ArcMosaico is the platform for managing the teaching and learning process created by NovaLumi, which allows educators, students and families to have access to the planning, development, registration and assessment of school activities. Created to support the pedagogical practices that make up the school routine, it enables the monitoring of the learning path of each student.



After-school

Does the school offer extracurricular activities?

Extracurricular activities may be offered during the after-school period, depending on each school's programme, local context and community needs. The activities available, as well as their schedules and formats, may vary from school to school.

Is there a list of recommended content for after-school? Does the after-school professional need to be a licensed teacher?

After-school programmes are designed with flexibility and may vary from school to school according to the local context, students' interests and needs, and the expertise available in the community. Activities may include, for example, arts, music, theatre, robotics, chess, dance, sports, martial arts, movement practices and other creative or cultural experiences.

The professionals leading these activities may also have different backgrounds. Depending on the activity, they may be educators, artists, athletes, musicians, makers or other specialists with relevant expertise. Requirements regarding qualifications, licences or teaching credentials follow the legislation and regulations of the country or region where each school operates.



NovaLumi