NUN embraces the “Education is not preparation for life; education is life itself,” principle. The target of our education is to ensure students develop a lifelong learning for knowledge and exploring. Our education model involves the growth of knowledge and comprehension as well as good moral character.

NUN strives to provide a stimulating well-rounded education, paired with academic excellence. NUN teaches students skills that will last a lifetime. Students learn to discuss and express opinions eloquently in various and challenging settings, are able to think critically and independently and become innovative problem solvers. NUN students are raised to be world citizens celebrating both in a shared humanity and the theatre of cultural diversity.

NUN Primary School develops students to be concerned individuals for their communities. Social projects for orphans and refugees are always encouraged and students have the opportunity to raise awareness on subjects they are concerned with through campus wide campaigns. At NUN Schools, we value the knowledge that transforms the whole society and encourage actions promoting goodwill for all.
PRODUCTION OF EDUCATIONAL MATERIALS

We produce tailor made educational materials to address the developmental needs of our students. These materials benefit learning through play, especially caters to our unique educational system. Different teaching methods are realized according to the individual needs of students and they experience a fun way to learn through play.
The International Baccalaureate (IB) is a global education system aims to equip young people with necessary skills for success in the 21st century. IB has an excellent reputation all over the world and as a consequence, gives IB Diploma holders access to the world’s leading schools.

This program is deemed the most complimentary for NUN’s educational philosophy. It provides an all-inclusive curriculum. NUN Primary School has been authorized to deliver IB diplomas since March 2017.

We regard this program the most appropriate for our philosophy due to the fact that it provides a curriculum which blends awareness of current issues and affairs such as artificial intelligence and coding with traditional values and the environmental consciousness. With this in mind, we take firm steps towards raising our students as global citizens with high levels of self-consciousness, who have a high respect for national values as well as an intercultural perspective.
We are fully aware that every single child is special and has his/her own way of comprehending, understanding and processing knowledge.

Since our school was founded, we have put an utmost effort in designing and guiding the learning journey of our students in the light of their personal interests, abilities and needs. In this sense, we adopt a “differentiation” strategy to support their strengths, address their areas of challenge & the need for improvement with letting them gain a momentum in learning.

Our students take part in one-on-one activities with their teachers, leading their learning experiences in a more secure and happy atmosphere.
NUN Primary School has a purpose built campus and the primary target is to create facilities enriching the experience of our students during their primary school years. It is designed to have classrooms for a maximum of 20 students. The campus has its own conference hall, library, ecology lab, a botanical garden, workshops and club facilities, an indoor gymnasium, an all-weather sports pitch, a basketball/tennis court and a running-course track.

Our campus is designed according to the principle of “learning by experiencing” and it is unique in its own way of representing our cultural landmarks.
We have a “Hidden Town” at our primary school campus, a mini Istanbul bazaar reminiscent of the old city with its bay windows, colourful houses, mini grocery, pastry, pottery shop and hospital. Students learn to make real life connections in this tiny town, put their English skills to test and attend real life workshops. Students make use of this facility regularly in their respective courses.
IB philosophy regards both students and teachers as “learners”. Therefore, NUN ensures NUN teachers develop their IB learner profiles as well. NUN Primary School teachers are carefully selected and their personal development is constantly supported. We believe the best way to learn is by example and we have excellent faculty members who assist them academically and morally.

NUN academic personnel have a great grasp of the International Baccalaureate (IB) programs, we ensure that they develop their skills to facilitate and motivate students. It is of a great value to us that our teachers develop a special bond with each and every child exploring the true meaning of mentorship.

NUN students have an opportunity to observe the cultural, national and language differences among our faculty members. We seek to instil in all of our students an in-depth understanding of their own nation and its traditions and the esteem of different cultures, beliefs, skills, values and formidable personalities.
Within the scope the International Baccalaureate (IB) Program, six weeks are allotted to each of the inquiry units. At the end of each inquiry unit, PYP classroom students organise a mini exhibition to share their insights and findings with the school community.

Parents of the hosting class are particularly invited to our PYP Mini Exhibitions. These exhibitions consist of two parts. In the first part of the programme, students perform on stage. During the stage performance, they sing the songs they’ve composed throughout the inquiry unit and act in plays.

It is important to us that through these exhibitions students develop a sense of self and confidence and ensure they do not feel under pressure or stress during the rehearsals.
In the second part of the PYP Mini Exhibitions, students become a guide for their parents while they tour the exhibition. They explain what they have done and express their purpose and feelings. Therefore, these mini-exhibitions provides an opportunity for students to develop their verbal expression skills and for parents to follow up with the learning process of their children.
As for this PYP exhibition, students divide into groups of two or three to work on their graduation projects. They work on these projects approximately for five months. They draw attention to social issues and introduce their own solutions to these problems. Students make use of specific forms, surveys and personal interviews to benefit from scientific approaches while preparing their projects. They also use stories, artistic posters and short films they shoot as a means for communications.
The last fifteen minutes of the last class in the day, our students think and write about what they have been through that day. We ask our students to question themselves on “What they are glad about, assess their feelings and interactions and review their courses.”

Reviewing the whole day and noting the assessments in the learning journals allow our students to know themselves better. It gives them the opportunity to develop a lifelong habit of journaling. By thinking about their feelings, they take responsibility for their actions and express gratitude for the things they are happy about each and every day.
Sometimes, they write a letter of apology and share it with their classmates and sometimes they simply ask the help of their teachers to further improve their work.

Students express their feelings sincerely in their journals. These journals provide great insight into students’ worlds and faculty members gain a valuable tool on how to better reach the student.
At our monthly NUN Meetings we host valuable national and international professionals from different fields and we believe they inspire and motivate our students for their future. During NUN Meetings, we host people from all walks of life, from astronauts to painters, national athletes, cartoon screenwriters, and scientists who share their personal stories with our students.
Storytelling is one of the most effective teaching methods for children of all ages. Whilst enriching our in-class activities with stories, we ensure our faculty members receive different storytelling trainings on a regular basis.

We use the method of storytelling most frequently during the teaching of ‘values’ and we make use of the power of storytelling in conveying historical and national stories. Therefore, we always keep children’s attention alive and focused, facilitate their making the cause-and-effect relationship between events, and internalize the values they learn.
WORKSHOPS AND CLUBS

- Mind Games
- Robotic Coding
- Mechatronics
- Piano
- NUN Music Community
- Creative Writing
- Agriculture and Ecology
- Textile and Design
- Gymnastics
- Judo
- Archery
- Plastic Arts
- Little Chefs
- Drama
- Traditional Arts: Marbling
- Folklore
- Table Tennis

We increase the diversity of workshops and clubs every year to help our students discover themselves and their talents. It is important that our students take an active role in the identification and management of the clubs to be opened.
Our kindergarten admits minimum 54-month-old children. It is the place where children develop the basis for learning through play. We have an interdisciplinary curriculum covering prime areas such as personal, emotional and social development, communication and language, and physical development. Specific areas we focus are literacy, mathematics, understanding the world around, expressive arts and drama.

Outdoor learning is the key of our curriculum because we believe nature is the best teacher. NUN Kindergarten aims to excite curiosity, a quest for adventure and exploration for children of this age group.
Children develop different concepts in their mind as they recognize their environment. Nature activities prepared within the scope of ecology education can be defined as activities that help children to observe, research and learn about their environment and nature, to clarify their thoughts and to ask questions by using their natural curiosity. In addition, children gain social values such as cooperation, sharing, and taking responsibility within the group. To this end, our kindergarten students meet with science, nature, art and sports once a week on our Beykoz campus.

As technology invades our lives more, children become addicted to computers and mobile phones. While courses intertwined with nature isolate them from technology, they also help them learn nature and improve their mental development. Kindergarten students develop thinking skills, social skills, etiquette, fine and gross motor skills, motivation and empathy as they recognize nature. With our nature school activities prepared by considering the natural curiosity of children, we aim for students to get to know their environment and nature closely, to gain sensitivity and awareness, to use their observation and research skills, to ask questions and to produce solutions.
Since students encounter a large area in the forest, they can exert their energy positively. They experience living together with other beings in nature. Children acquire sensitivity with social skills such as cooperation, sharing and taking responsibility in nature. As they get away from city life, stress-related learning problems disappear.

Our students have the opportunity to observe the information they learn through books by seeing the place of trees in the life cycle, the balance in nature and the importance of insects for the soil. On our Beykoz Campus, students start the day with a swimming lesson as part of the nature day, meet art and music in nature, make scientific discoveries and research in our green areas with a unique beauty, touch the soil in our cultivation areas and greenhouses, and witness the miracle of nature’s creation closely.
The orientation of the primary school students to the IB programme is the key element in the effectiveness of our fourteen-year education plan at NUN Schools. This is why we meticulously conduct our admission and assessment process.

Our prospective students take an admission test in which we assess their cognitive and motor skills, attention spans, group works, emotional developments, social and communication skills.

The next step is the personal interviews. We pay a great importance to the cooperation between the parents and the school as we believe that education is a whole encompassing, continuous process. We make our final assessment in the light of interviews and psychodrama studies.

If parents of students who are eligible for registration have a scholarship demand, they meet our foundation managers in a private meeting to discuss the details of their needs.

• You can follow our admission dates on our official website or social media accounts.
Students from various socio-economic backgrounds are admitted to NUN Schools. The NUN Education and Culture Foundation’s scholarship policy is based on providing equal rights to all students.

The first step to apply for a scholarship is to successfully complete the admission process. The rates of scholarships provided by NUN Education and Culture Foundation to its students vary. The determinant factors are family income, student performance, and scholarship quotas.