



EARLY YEARS AT ISP



International School of Paris
Educating *for complexity*

ISP Primary School
96 bis, rue du Ranelagh
Paris 75016

Learner Profile at ISP



WHAT IS THE IB LEARNER PROFILE?

The Learner Profile - The IB Mission Statement in Action

The International Baccalaureate (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. The aim of all IB programmes is for students to develop and demonstrate international-mindedness. It is a multifaceted concept that captures a way of thinking, being and acting.

COMMUNICATORS

OPEN-MINDED

CARING

KNOWLEDGEABLE

INQUIRERS

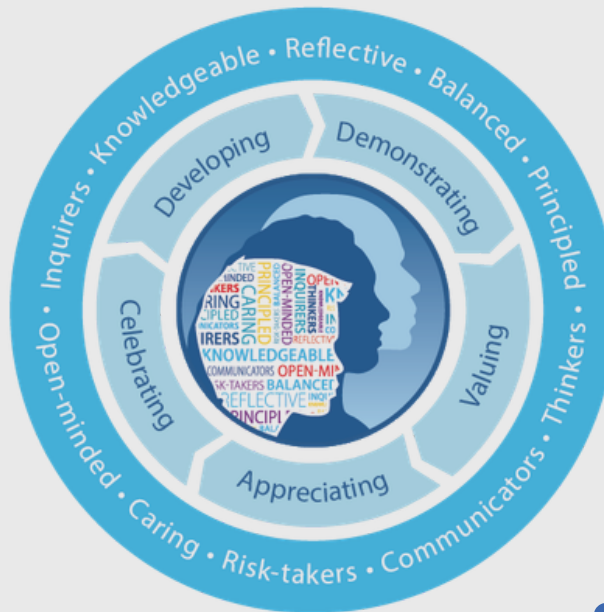
PRINCIPLED

RISK-TAKERS

REFLECTIVE

BALANCED

THINKERS



CREATIVITY

CULTURES

EMPATHY

UNDERSTANDING

CURIOSITY

FAIRNESS

EXPLORERS

THOUGHTFUL CONSIDERATION

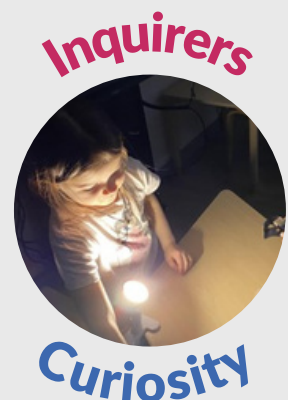
WELL-BEING

DEEP THINKING

At ISP, the learner profile attributes are embedded in all aspects of school life. Children are encouraged to be creative, embrace all cultures and show empathy towards others as they play and learn together.

With well-being at the heart of everything we do, our students learn within a safe and secure environment. They draw on their curiosity and explorations, think deeply and give thoughtful consideration to develop an understanding of the world around them.

Learner Profile In Action



Empowered Young Learners



EARLY YEARS AT ISP IS CHARACTERIZED BY...

AGENCY



At ISP, Early Years learners have self-efficacy

They participate in, and contribute to, our learning community. Children confidently share ideas and theories, question, wonder, and voice their feelings and frustrations. Early Years learners have voice, choice and ownership in their learning.

Educators promoting learner agency

Educators interact with agentic students in the role of a respectful listener, observer and facilitator, providing feedback and encouragement to deepen students' learning and exploration.

In response to hearing stories about an author, Gareth P Jones, who was going to visit the school, some children were inspired to write their own stories. They then worked together to merge their stories and share their joint publication with the author on his visit.

The children love building. In this area they have the opportunity to share their ideas as they construct all kinds of constructions. On this day, a child built a 3D door at the construction area, solid enough, big enough for all the children in the class to play with and go through it.



ACTION

Our young learners can take action at any time and it can take many forms

Action involves Early Years children:

- Helping self or others
- Expressing feelings
- Changing behaviour
- Applying new attitudes
- Thinking differently
- Expressing ideas and opinions

Features of The Early Years

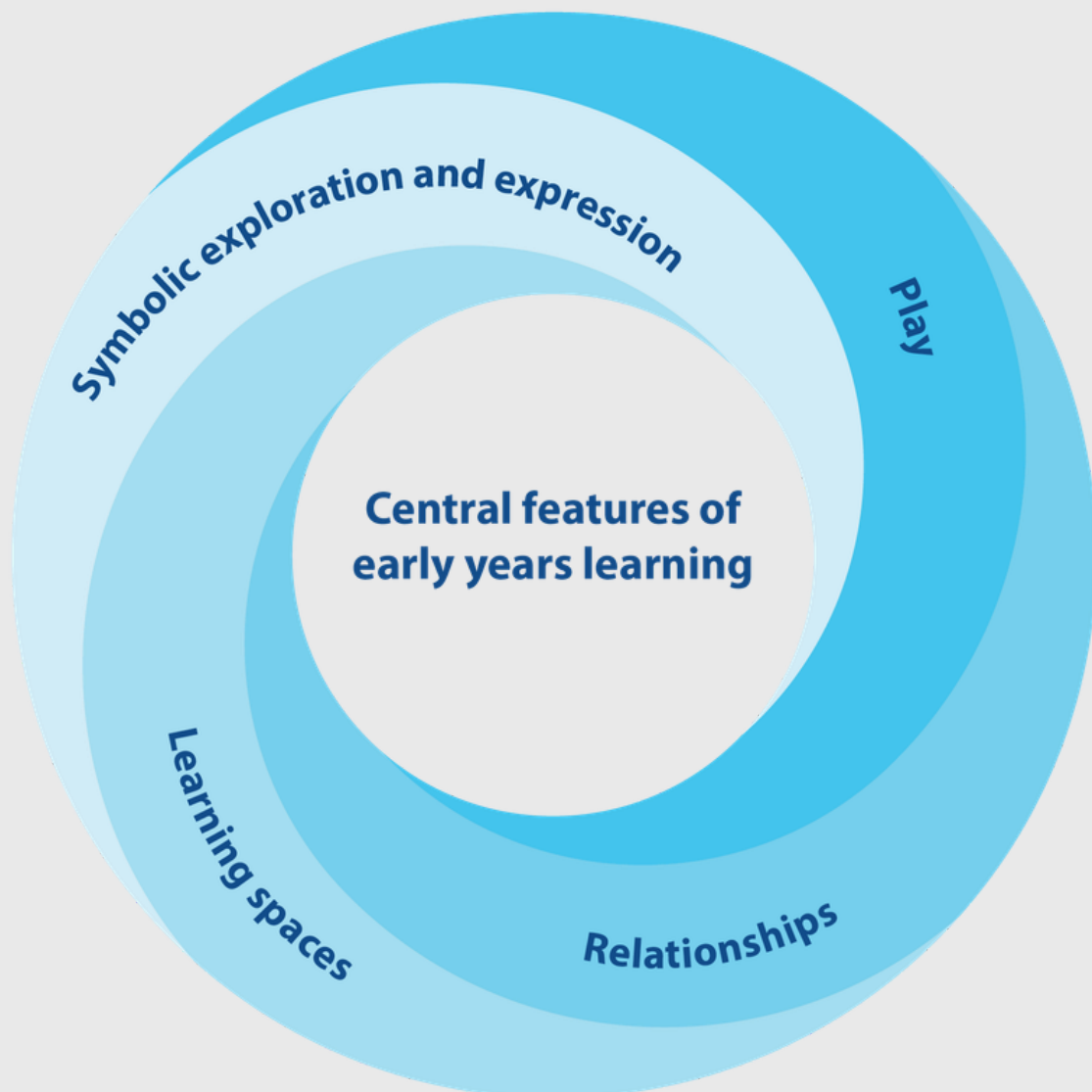


CENTRAL FEATURES OF THE EARLY YEARS

The processes of learning and teaching are crafted to support students' individual and emergent pathways of development.

Teachers support learning by:

- Planning uninterrupted time for play
- Building strong relationships with students and their families
- Creating and maintaining responsive spaces for play
- Offering many opportunities for symbolic exploration and expression.



Play



EARLY YEARS AT ISP IS CHARACTERIZED BY...

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

At ISP, we believe that children learn through play. Play is a natural process and a social experience that allows children to make sense of the world around them. There are a great variety of types of play including imaginative play, physical play and exploratory play.

Learning through play supports belonging, well-being and self-efficacy

Play involves choice, promotes agency and provides opportunities to inquire into important concepts and personal interests. Play describes a range of student-initiated activities that involve freedom and choice. Play offers early learners the opportunity to learn through multiple sensory experiences.

PLAY



INQUIRY

Play is inquiry in the PYP



Through play, students learn by constructing, testing, confirming and revising their theories. Children’s theories are encouraged, explored and built on to deepen their understanding. Questioning is the heart of inquiry. Children question in different ways, such as through gestures, drawing, interactions and asking questions verbally. Inquiries are driven by children’s curiosity and creativity.



Our units of inquiry are transdisciplinary and conceptual. A transdisciplinary approach allows processes, skills and big ideas from different disciplines to connect and support holistic learning. Children inquire into many concepts including relationships, identity, nature, structures and imagination.

Learning Spaces

ENVIRONMENTS TO SUPPORT LEARNING



Healthy learning spaces are safe and inclusive. They offer multiple ways to learn, interact and support play-based transdisciplinary learning.

Early Years learning spaces:

- Allow multifunctionality
- Emphasize personalization of learning
- Support rich inquiry-based learning
- Promote independence
- Encourage collaboration



Supportive relationships within the Early Years are fundamental to building an understanding of identity, creating a sense of belonging, and establishing an environment of trust.

Our learning spaces are full of open-ended materials and “loose parts” that invite children to think creatively and explore worlds of possibilities. Examples include wire, buttons, cardboard boxes, Magna Tiles, Lego, Kapla, shells and paint.



At ISP, we believe learning spaces go beyond the homeroom to include engaging places around school that nurture curiosity and wonder.



Children have regular authentic opportunities to explore Paris as a classroom. These include local neighborhood walks, a close by nature trail, parks and woodlands, museums, art galleries and the iconic landmarks of Paris.



Symbolic Exploration & Expression

SYMBOLIC EXPLORATION AND EXPRESSION

Symbolic language allows learners to explore the world and construct meaning.

Symbolic language includes written and spoken language, drawing, mark making, sound, mathematics and physical movement. Development of home languages is crucial for cognitive growth.



AT ISP, CHILDREN DEMONSTRATE THIS WHEN THEY...



JUMP
DANCE
IMAGINE
COUNT
BUILD
COMMUNICATE
WRITE
CLIMB
MAKE MARKS
EXPLORE MATERIALS
READ
DRAW
PLAY
FIND PATTERNS
TAKE ON ROLES
SORT
NEGOTIATE
INTERPRET VISUALS
GROUP
LISTEN ACTIVELY
GESTURE
JUSTIFY
PREDICT
COMPARE
SEQUENCE
RE-TELL

Relationships



THE ROLE OF RELATIONSHIPS IN LEARNING AT ISP

Relationships are integral to learning and teaching at ISP. This includes the relationships children develop with each other and between the children and the teachers.

Relationships help children build an understanding of identity, creating a sense of belonging and establishing an environment of trust.



The attributes of the IB learner profile and the Approaches to Learning (ATL) can contribute to the development of supportive relationships.

APPROACHES TO LEARNING

Approaches to learning are based on the belief that learning how to learn is fundamental to becoming a lifelong learner.

The five approaches to learning are:

- Communication skills
- Research skills
- Self-management skills
- Social skills
- Thinking skills



Critical and Creative Thinking

Speaking and Listening

Helping Others

Developing Positive Relationships

Storytelling

Organizing Myself

Managing my Emotions

Setting Goals

Our Role As Educators

AT ISP, WE VALUE WHEN EDUCATORS...



WONDER LISTEN PLAY
MODEL ENCOURAGE SUGGEST
MONITOR CONNECT FEEDBACK
REFLECT EXPLAIN TRUST
PROVOKE NOTICE CARE
OBSERVE CHALLENGE DOCUMENT
QUESTION



AT ISP, OUR EDUCATORS VALUE PLAYFUL LEARNING



We encourage children to be playful with ideas and materials in the process of learning.

We ask questions such as "What if...?" and "How COULD we...?" to entertain possibilities.



Children are encouraged to try out multiple ideas and not be afraid of making mistakes. We model and support children in coming up with their own original and surprising ideas to be comfortable with the unexpected.



A word from Jason Taylor, Primary School Principal

The IB states that 'young learners are intelligent, resourceful and creative individuals' and we embrace this belief at ISP. Our children thrive in safe and secure surroundings that encourage them to be risk-takers, thus deepening their learning. Our children are supported by a talented group of educators who create an enabling environment that supports the academic, social and emotional growth and development of each individual student.





IB Primary Years Programme



Our Vision...
Educating for Complexity.



Our Mission...

As the leading International Baccalaureate World School in France, we prepare our students to engage with and succeed in a complex world.



The ISP High-Quality Learning Definition

High quality learning is a social and experiential practice. It sparks students' curiosity and stimulates their natural creativity. It inspires them to strive for excellence, and to take ownership of their own inquiry and research. It shapes the learner and the learning community, nurturing growth and new understandings.

WHAT IS THE PRIMARY YEARS PROGRAMME (PYP) AT ISP?

At ISP, the Early Years students include both Early Learners (Nursery and Pre-K) and Kindergarten.

The PYP curriculum is a student-centered approach to education for children aged 3-12.



The PYP nurtures and develops young students as caring, active participants in a lifelong journey of learning.

The PYP is an example of best educational practice globally, responding to the challenges and opportunities facing young students in our rapidly changing world.





The PYP Programme

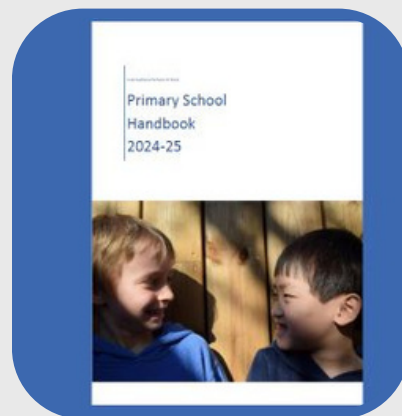
LEARN MORE ABOUT THE PRIMARY YEARS PROGRAMME AT ISP

Early Years is part of the PYP but has unique features that have been highlighted in this document. If you are interested in learning more about the PYP as a whole, we recommend you take a look at the resources below.

ISP PYP Curriculum Guide



Primary School Handbook 2024-25



Wellbeing at ISP

At ISP, wellbeing means caring and connecting. Together, we aspire towards wellbeing in the following ways...

Emotional

Cultivating an environment in which we know we can be ourselves.

Physical

Encouraging a balanced, safe and healthy way of living.

Relational

Connecting, communicating & maintaining support networks.

Belonging

Feeling part of our diverse and inclusive community.

Responsibility

Ensuring those who come after us can also be well.



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