Welcome to «Les Marronniers»

La Grande Boissière
Primary School

Progressive bilingualism – French or English as main language
Bilinguisme progressif – français ou anglais comme langue principale
THE INTERNATIONAL SCHOOL OF GENEVA

Incomparably international
Founded in 1924 by officials from the International Labour Organisation and the League of Nations (now the UN), the International School of Geneva (Ecolint) now welcomes 4,500 students across its three campuses. With 140 nationalities and 80 mother tongues, there is no school on Earth that’s more diverse.

Educating for a better world
A not-for-profit foundation, our mission to educate for peace and our humanitarian values such as respect, intercultural understanding and the principle of solidarity and equality between all peoples and human beings underpin everything we do. Our teaching is inclusive, international, multilingual and student-centred. Beyond the acquisition of knowledge and skills, education at Ecolint covers all aspects of students’ social, psychological and ethical development.

Inclusive, innovative and academically rigorous
The world’s first international school, Ecolint has embraced the concept of student-centred education since its creation in 1924. It has continued to innovate ever since. Today, thanks to our collaboration with UNESCO’s International Bureau of Education, our La Grande Boissière campus is innovating once more with the creation of a new curriculum: the Universal Learning Programme (ULP).
A SCHOOL THAT BALANCES RIGOR AND FULFILLMENT

Our Primary School “Les Marronniers” welcomes children aged 3 to 9 in a building specially designed for collaborative teaching: “villages,” hubs that allow several classes to meet in a central space, ensure fruitful exchanges and a warm atmosphere.

Our youngest students begin their journey in our beautiful château and its recently renovated play area, adapted to meet their needs and ensure a safe and stimulating first year.

Our programme is structured around key concepts and pivotal questions that enable students to engage with their learning process and transpose their knowledge and skills into challenging and relevant contexts.

In addition to the core academic areas, our teaching includes sustainable development, learning about community living, intercultural awareness, communication and critical-thinking skills, and fostering respectful attitudes necessary for the peaceful and inclusive development of human relationships.
THE UNIVERSAL LEARNING PROGRAMME (ULP)

The product of a close collaboration between La Grande Boissière campus and UNESCO’s International Bureau of Education, the ULP is a programme adapted to the complex challenges of the 21st century. Based on decades of pedagogical innovation at Ecolint, the ULP develops, from a student’s early age, the skills to thrive in the world and act for the common good.

4 universal themes...
The ULP transcends barriers, be they geographical, cultural or temporal. It covers the intellectual, creative, social, ethical and physical development of students, and is based on four fundamental areas, each guided by an essential question common to all of humanity:

- **Character** – Who am I?
- **Passion** – What is my purpose?
- **Mastery** – How can I go further?
- **Collaboration** – How can we work together?

...and 7 macro-competences
Defined by UNESCO as essential to building a better and more “sustainable” world, these skills enable learners – both younger and older – to quickly identify the opportunities and challenges of a rapidly changing 21st century:

- Lifelong learning
- Self-agency
- Interactively using diverse tools and resources
- Interacting with others
- Interacting with the world
- Multi-literatetness
- Transdisciplinarity
OUR TEACHING

The UNESCO macro-competences and ULP themes are developed through all aspects of our teaching. Academic subjects are addressed individually or through a transversal approach: language, philosophical dialogue, the arts, mathematics, transdisciplinary research units (human sciences and natural sciences), educational technology and physical education.

Our pedagogical approach is student-centred and relies on the following practices:

• The development of critical thinking through philosophy for children
• Progressive bilingualism, leading to plurilingualism
• Concept-focused learning
• Differentiated instruction, adapted to all learning styles
• Projects adapted to gifted students
• The development of student self-agency
• Life skills and conflict management skills through the “Towards the pacific” programme
• Enhancing the student voice
• Constructivism (students participate in building and “owning” their learning)
• Specialised programmes such as the Extended Support Programme, language support, and learning support.

For the full curriculum guides, please visit sites.google.com/ecolint.ch/lgb-primary-curriculum-guide or scan the QR code below
LANGUAGES
Progressive bilingualism

Our curriculum is taught in English and French. It is designed to be adaptable to the different levels of students, to encourage their active participation in both languages and to develop their social, emotional and cognitive skills.

Children benefit from a gradual increase in exposure to the second language. In Years 3 and 4, transdisciplinary research units are taught simultaneously in both languages by a pair of teachers, one French-speaking and the other English-speaking.

<table>
<thead>
<tr>
<th>Pre-Reception and Reception (Ages 3-4* / 4-5)</th>
<th>Exposure to the second language (English or French) through play</th>
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<tbody>
<tr>
<td><strong>Years 1 &amp; 2 (Ages 5-6)</strong></td>
<td><strong>70% LANGUAGE A (English or French)</strong></td>
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<td>Reading, Writing</td>
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<td></td>
<td>Mathematics</td>
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<td>Transdisciplinary Research Units</td>
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<td>Music and Movement</td>
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<tr>
<td><strong>30% LANGUAGE B (French or English)</strong></td>
<td>Language B Lessons</td>
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<td>Physical Education</td>
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| **Years 3 & 4 (Ages 7-8)**                 | **60% LANGUAGE A (English or French)**                         |
|                                            | Reading, Writing                                              |
|                                            | Mathematics                                                   |
|                                            | Research Units (simultaneous teaching in English/French)       |
|                                            | Music                                                         |
|                                            | **40% LANGUAGE B (French or English)**                         |
|                                            | Language B Lessons                                             |
|                                            | Physical Education                                            |
|                                            | Visual Arts                                                   |
|                                            | Research Units (simultaneous teaching in French/English)       |
|                                            | Choir (bilingual)                                             |

* Children must be 3 years old by 31 August before the start of the school year. In some cases, an exception can be made for children born until 31 December of the current school year.
TEACHER-RESEARCHERS AND UNIVERSITY COLLABORATIONS: OUR PERPETUAL QUEST FOR INNOVATION

Our teachers are constantly training and putting in place practices in line with the latest research. They work in close collaboration with education specialists from leading institutions such as the EPFL, the University of Geneva, Durham University and UNESCO’s International Bureau of Education.

Every project developed with our partners is carefully monitored when implemented in class, and its concrete application always validated by the respective institution (see next page).

University of Geneva, Switzerland
Carole Veuthey, researcher and lecturer, specialises in how to approach writing with young children. Scienscope team (science promotion programme) including Didier Perret, head of the Chimiscope; Christine Del Notaro, lecturer in Mathematics teaching.

University of Angers, France
Béatrice Pothier, linguist, researcher and university professor, specialises in language acquisition, both oral and written, in particular spelling and its implementation.

Ecole Polytechnique Fédérale de Lausanne, Switzerland
Francesco Mondada specialises in artificial intelligence and robotics, one of the creators of the Thymio mobile robot, used in our school to teach STEM subjects and coding.
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<tr>
<th>University</th>
<th>Person(s)</th>
<th>Description</th>
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<tbody>
<tr>
<td>Laval University, Canada</td>
<td><strong>Michel Sasseville</strong>, PhD in philosophy and professor at the Faculty of Philosophy, in charge of the training programmes on philosophy for children.</td>
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<tr>
<td>Université de Toulouse, France</td>
<td><strong>André Tricot</strong>, researcher and professor in Psychology at the École supérieure du professorat et de l’éducation Midi-Pyrénées.</td>
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<tr>
<td>Montreal University, Canada</td>
<td><strong>Natalie Fletcher</strong>, philosophy for children practitioner and multidisciplinary doctoral student (pedagogy, philosophy and community art); <strong>Natasha Rouleau</strong>, clinical instructor in occupational therapy, creator of the multisensory writing method “ABC Boum.”</td>
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<tr>
<td>Sherbrooke University, Canada</td>
<td><strong>Marie-France Morin</strong>, researcher and associate professor at the Faculty of Education, holder of the research chair on early childhood reading and writing, creator of the Invented Spelling approach.</td>
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<tr>
<td>Institut pacifique, Canada</td>
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<td>Programmes developing children’s social skills, thereby enabling them to build harmonious relationships with their peers and better manage conflicts.</td>
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<tr>
<td>Durham University, United Kingdom, and the Ecolint Institute of Learning and Teaching</td>
<td></td>
<td>Creation in 2009 of the PGCE (International), an intensive postgraduate course preparing candidates for the teaching profession. Our teachers are the experienced mentors of PGCE students.</td>
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<tr>
<td>Center for Literacy in Primary Education, United Kingdom</td>
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<td>CLPE “Power of Reading” programme, an effective tool that increases student motivation and success in reading and writing.</td>
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<tr>
<td>Pepperdine University California, USA</td>
<td><strong>Eric Hamilton</strong>, Professor of Education Psychology Division, introduced our school to Epistemic Network Analysis (ENA) helping us understand how children make connections in their philosophical inquiries.</td>
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EDUCATING FOR PEACE
Philosophy for children

The practice of philosophical dialogue from an early age plays a crucial role. Students learn to “search for meaning,” to distance themselves from mainstream opinions, to question their own representations of the world, to ask pertinent questions and think about them together within a “research community.” The skills developed in the philosophy workshops have a considerable impact on learning, self-confidence and conflict resolution.
STEM CENTRE

Addressing the basics of technology while developing responsible global citizens

In December 2016, students from our school were among the first in Switzerland to create 3D objects from an application designed for tablets. That was just the beginning...

The STEM Centre is a multidisciplinary facility designed to boost the teaching of science, technology, engineering and mathematics. Its futuristic design and state-of-the-art educational technology equipment allow students to carry out ambitious and creative projects in a stimulating environment.

The STEM Centre is a place for creation, reflection and innovation. The projects carried out here go beyond the boundaries of traditional education, allowing students to confront the challenges of an ever-changing world.

YOUR CHILDREN WILL VISIT THE STEM CENTRE TO....

BUILD
LEARN
THINK
ANIMATE
CREATE

PROGRAM
COLLABORATE
INNOVATE
DISCOVER
CODE
COMPARE

OBSERVE
PARTICIPATE
PRESENT
THE CENTRE DES ARTS

A state-of-the-art infrastructure for the campus and for external productions

Inaugurated in 2014, this magnificent building is an exceptional tool to develop and showcase the creative potential of our students.

The Primary School benefits from access to the auditorium, theatre, and the dance and visual arts studios for their artistic and performing arts activities. The Centre des arts is open to the public!

The full programme of events is available at www.centredesarts.ch.
A key place for learning
An essential support pillar for learning, the ideal library must be welcoming, easy to access, lively and well-equipped. That’s exactly how we designed it, with more than 16,000 books in English and French, complemented by a small collection of books in Japanese, Hebrew, Spanish, Dutch, etc.

Every week, all classes in Years 1 to 4 visit the library to discover and borrow books.

Innovative and Connected!
The complete catalogue of books is available online, as is the consultation of books and encyclopedias in English and French thanks to the application “Marronniers Library” developed at the school and available to download from the Apple App Store and Google Play. Activities, worksheets and useful websites are also available via the electronic platform.

Events and author visits
In order to stimulate students’ love of reading, the library organises various events throughout the year (literary awards, poetry day, mother tongue readings, etc.) and hosts youth literature authors whom the students can meet and learn from.

Parents are welcome!
The library is open to parents, who are welcome with their children to choose books together.

Our library is online at
http://librarylesmarronniers.weebly.com (in English).
and http://librarylesmarronniersfrancais.weebly.com (in French)
ENVIRONMENT
Tomorrow’s environmentally-aware citizens

For several years we have been strengthening our environmental education programmes and leading initiatives to reduce our environmental footprint and raise awareness of sustainable development issues among our students. Specific research units are studied in order to focus on these issues.

SOME EXAMPLES OF ACTIONS TAKEN AT SCHOOL:

- Ecology ambassadors
- Healthy snacks for the whole school
- Earth Week
- Campaigns about eating local and seasonal products
- Cultivation of a vegetable garden
- Forest trail
- Charter for the reduction of paper use

Eco-Schools label
CULTIVATE YOUR MOTHER TONGUE!

Our school encourages and supports the teaching of mother tongues. Courses are currently available for Arabic, Chinese, Dutch, German, Greek, Hebrew, Hungarian, Italian, Japanese, Korean, Mandarin, Persian, Portuguese, Russian, Spanish and Turkish (other languages are available if there is sufficient demand). Some national programmes cover the costs of these courses which take place after the regular school day.

Mastery of one’s mother tongue means having access to one’s cultural identity and roots. It also bolsters children’s cognitive development, develops their linguistic and academic skills, and facilitates the transfer of skills and concepts to the working languages of the school. The original language is fragile and is quickly lost, particularly during a student’s younger formative years.
EXTRACURRICULAR ACTIVITIES

Our school offers a varied programme of extracurricular activities designed to enrich students’ learning, encourage their creativity, broaden their horizons and develop new skills. Our sports (recreational or competitive) offer is particularly rich and covers a wide variety of disciplines.

During the holidays, our students can register for the Ecolint holiday camps (www.ecolint-camps.ch) and choose from a multitude of activities, including sports, dance, robotics, adventure, theatre, cooking, etc.

EXAMPLES OF ACTIVITIES:


ODYSSEY OF THE MIND

Among our extracurricular activities, “Odyssey of the Mind” holds a special place as it corresponds in all respects to the approaches we emphasise in the classroom. It is a programme developed in the 1970s to stimulate students’ creativity, push them to find solutions that go beyond conventional ways of thinking, work in teams and dare to take risks. Different problems are posed each year by the organisers which must be solved in teams by the students. Swiss and European competitions are organised to reach a grand world final.
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