



High  
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Learning

# Unveiling the Impact: How High Performance Learning Enhances the IB Experience at the International School of Nice



ISN NICE  
INTERNATIONAL SCHOOL



*“Being an IB school, we use the IB Learner profile, however we knew we weren’t getting out of our students everything that we wanted. So we introduced them to the HPL framework to boost what we were already doing. We found that approach to be highly successful.”*

Emily Morgan, Senior Lead for Student Engagement and Achievement

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## Why choose HPL?

At the heart of this transformative journey lies the visionary leadership of the school's Head, whose insights were pivotal in adopting HPL within the IB framework. The International School of Nice needed something that boosted the learner profiles from the IB, ultimately deciding on HPL due to the research-backed evidence. The decision to integrate HPL was driven by a commitment to enhancing the pedagogical approach, as highlighted by Emily Morgan, the Senior Lead for Student Engagement and Achievement.

"It gives you new, different, sometimes more dynamic ideas to approach the pedagogy that you have in place."

## Dispelling the myth: HPL's value in IB schools

Initially, some IB schools might question the value addition of HPL. However, the International School of Nice dispels this notion. Emily and her colleague Meghan underscore how HPL, with its precise vocabulary, breathes life into the IB Learner Profile, becoming an integral part of the journey to becoming an IB learner.

"It's like having this second secret language. The children were so engaged with that." - Meghan

At the International School of Nice, HPL and IB frameworks work in partnership, enhancing each other. Emily explained the motivation behind adopting HPL:

“We were still not getting out of our students everything that we wanted to get out of them. So, we thought let's introduce them to this new framework and see how that can boost what we do already. We found that to be successful.” - Emily Morgan

## Strategic implementation: Overcoming concerns

The integration journey began with a pragmatic approach, piloting HPL in the Theory of Knowledge (TOK) department. This methodical introduction allowed for a gradual integration into other departments, addressing staff concerns effectively. Emily emphasised the importance of experimentation and honest acknowledgment of concerns to discover HPL's true value.

“We had to figure out how it was different, how it is a value-added schematic framework and how to ensure your faculty aren’t resentful. I think we have found that the best approach is to be honest and acknowledge that some of those things are true. However, it's only in rolling up your sleeves and giving it a go that you're going to discover if there is a value added.” - Emily Morgan



## Student-centric engagement: The secret language of HPL

Student involvement was a cornerstone of the initiative. In primary school, engaging activities empowered children to create characters embodying the VAAs). Meghan expressed joy in witnessing the enhancement of student vocabulary and the genuine enthusiasm generated by this "secret language."

“At the end of the story at this trip, one of the children said, that the tree was such a risk-taker, and just for them to be using that vocabulary of the learner profile in that kind of setting just shows where the connection is between the learner profiles and HPL in the wider context of school life.” - Meghan

## Pedagogical synergy: Aligning HPL with the IB

The alignment of HPL with the IB Theory of Knowledge (TOK) curriculum was a key highlight. Emily emphasised the natural integration of both frameworks, where TOK's focus on metacognition seamlessly blended with HPL's emphasis on critical thinking, linking, agility, and mindset shifts.

“HPL and the whole drive team concept gives you new, different, sometimes more dynamic ideas to approach the pedagogy that you have in place.” - Emily Morgan



## Celebrating success: A mutual journey of celebration

Despite initial scepticism about the need for both frameworks, the school found that HPL and IB complemented and celebrated each other's strengths over time.

“Both frameworks celebrate and bring out the best bits of each other.” - Meghan

“At the heart of the IB is the idea of opening us to different perspectives and ways of knowing things, then HPL is a way of opening us to different perspectives or giving us a new way of looking at what we already do. HPL gives the IB framework a boost.” - Emily Morgan

## Key takeaways: Enhancing student engagement and achievement

The success of the integration presents valuable takeaways for educational institutions:

- Student Leadership: Empower students to take leadership roles, adding a dynamic and insightful dimension to HPL implementation.
- Vocabulary Enrichment: HPL provides additional vocabulary, fostering excitement and engagement in students.
- Alignment with IB: The natural alignment enhances critical thinking, metacognition, and diverse perspectives.
- Student Expertise: Designate students as experts on specific HPL attributes to actively recognise and celebrate those attributes.
- Time and Exploration: Integrating HPL and IB is a gradual and organic process, resulting in a celebration of each framework's unique strengths.

The International School of Nice's successful integration serves as a beacon for educational institutions seeking to enhance engagement, vocabulary, and overall student achievement. As the journey continues, the promise of a future where IB and HPL not only coexist but thrive in harmonious pedagogical synergy remains steadfast.



**ISNNICE**  
INTERNATIONAL SCHOOL

The International School of Nice (ISN) is a private, co-educational day school for children from preschool through to Grade 12. The school was founded more than four decades ago for globally-mobile families aspiring to international education on the Côte d'Azur.

ISN has been inspiring and preparing new generations with a complete anglophone education for all preschool, primary and secondary age groups on the dazzling azure blue Mediterranean coastline of southeastern France. Becoming well-established over the decades; today, our school is renowned in the area as a leading international school for graduates' excellent exam results and university placement record.



**High  
Performance  
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High Performance Learning (HPL) works with schools to embed the HPL philosophy where every student is seen as a potential high performer. Its unique teaching and learning framework systematically recalibrates the school and enables students to develop the cognitive skills, values, attitudes and attributes needed for high academic performance and lifetime success. HPL offers a range of programmes to enable schools at any starting point to begin their journey towards being an HPL school.

The HPL World Class School Award recognises the very best schools in the world and is designed for those at the forefront of educational thinking.



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