

# Projet Pédagogique

This document outlines the **values, environment and shared commitments** that frame our work at the Paris Institute of Childcare Training.

Our objective is to **train and accompany professionals in early childhood care and education**, in line with the expectations and needs of the early years field, and in service to the well-being of children, families and the professionals themselves. We also offer parallel training in subjects such as the French language and First Aid.

There are **4 main pillars to our approach**:

1. Community of care and support
2. Pedagogical values based on respect, empathy and active learning
3. Carefully designed curriculum with individual accompaniment
4. Commitment to a just and inclusive environment

## COMMUNITY OF CARE AND SUPPORT

The Paris Institute of Childcare Training (Paris ICT) is a **bilingual, early years training center located in the heart of Paris**, training early childhood professionals since 2014.

We prepare students with knowledge and skills to **work in collective settings**, such as crèches or schools, or **in individual home settings**, caring for children 0 to 6 years old. Students also prepare for national-level qualifications, such as the **CAP Accompagnant Éducatif Petite Enfance**. In parallel, we provide training such as French language classes and First Aid for a wider public.

We're committed to preparing qualified professionals to work with children and families in **a kind, respectful, and inclusive way**. Our focus is on supporting children's development and well-being while also caring for the well-being of those who work with them.

What sets Paris ICT apart is **our community-feeling, our bilingual approach** (English-French), and our **diverse mix of staff, trainers and students from all horizons**, with many years of experience in early years and other professional settings, in France and abroad.

We train English-speaking professionals to work in France and offer programs for French-speaking learners as well. This helps support **bilingual and multilingual environments** in early childhood settings, while opening doors for those seeking to enter the *petite enfance* field in France.

We work closely with **bilingual and international nurseries, preschools and at-home childcare agencies**, giving our students a wide range of hands-on, on-the-ground experiences. Our graduates go on to work in early years settings in Paris and abroad, creating **a strong network** that supports the next generation of trainees.

We **accompany each student individually**, with respect and care for who they are and for their path in life. We wish to support each one on their journey, and to embody the values that we know are essential for the development and well-being of children and families.

## PEDAGOGICAL VALUES BASED ON RESPECT, EMPATHY AND ACTIVE LEARNING

**Bienveillance:** Early childhood professionals must embody kindness, respect, and empathy. This professional posture supports children and families in a safe and caring way. We emphasize that a child's emotional safety is as important as their physical safety, and that childcarers serve as important figures of attachment for the child. The value of *bienveillance* – kindness, care, respect, empathy – underlines our approach at the training center. We believe that *bienveillance* is not a choice – it is *essential* for the professional posture of those caring for children, and it is *critical* for the well-being and development of children.

**Child-centered:** The well-being of the child is at the heart of our work. Our training programs empower students to understand *how* to support children's development in all five spheres—physical, emotional, cognitive, social, and linguistic—encouraging their free exploration and choice, curiosity, autonomy, and discovery. We give particular attention to the first 1,000 days of a child's life. This period is essential to the child's development and is central to how we prepare learners to accompany children in daily practice. We also emphasize the fundamental rights and needs of children—this includes the right to be listened to, to feel safe, to play, to learn at their own pace, and to be welcomed without judgment. We stand by the principles set forth in the Charte Nationale pour l'Accueil du Jeune Enfant and the United Nations Convention on the Rights of the Child.

**Well-being of professionals:** Just as children need to feel safe, respected, and valued, so do the adults who care for them. Working with young children requires presence, patience, and empathy, and that must be rooted in an environment where professionals themselves feel supported and respected. We promote a culture of kindness and mutual care within our training center, where learners are listened to, encouraged, and accompanied throughout their journey.

**Active pedagogy and experiential learning:** Children learn by doing: by testing, exploring, repeating, and building confidence step by step. At Paris ICT, we aim to embody this way of learning in our training methods. Through active learning and hands-on experience, we encourage learners to participate, reflect, try new things, and grow in confidence. We wish to support the unique professional voice in each student. We believe that everyone has a role to play, and that we are all learning from each other. Our objective is to create the right conditions for that growth to happen.

**Student leadership and autonomy :** We strive to offer students opportunities to express themselves through individual and group work, as well as student representative positions. Work placements and professional experience in childcare settings are an essential part of this process. Student feedback is regularly solicited – this is important not only so that our programs can evolve, but also to encourage professional communication and sharing.

## CAREFULLY DESIGNED CURRICULUM WITH INDIVIDUALISED ACCOMPANIMENT

**Theory, practice, and professional posture:** Our programs combine theoretical learning and hands-on experience in collective settings and home environments. They align with the national early years curriculum, and emphasize three essential aspects of professional training : knowledge, practical skills, and professional posture. Learners are encouraged to strengthen core psycho-social skills such as communication, teamwork, self-reflection, and empathy.

**Blended learning and technological innovations:** We strive to offer a balanced program where students benefit from a mix of in-person classes at the training center along with e-learning modules and distance learning that allow for a student to progress at their rhythm. This mix respects a wide array of learning styles while privileging the importance of face-to-face exchanges and reflections in a group. We are committed to providing and exploring technological innovations to improve the student's experience.

**Continuing training:** Our team and trainers are committed to ongoing learning. We regularly take part in continued training to stay current with developments in early years, child development, and related fields. This allows us to reflect on our own practices and bring fresh perspectives into the classroom. We maintain an active *veille professionnelle*—regularly

consulting trusted sources, research, and experts in the early years sector—to ensure our training stays relevant and grounded in current approaches. As the field evolves, so does our curriculum. We update our content and methods so that our learners benefit from best practices and tools for their future work with children and families.

**Individualized accompaniment:** Each learner receives a personalized accompaniment, with regular contact and support from their designated tutor and mentor. We offer one-on-one meetings to support the students' progress and to accompany them on their journey. Individualized support also includes visits to the professional setting as well as assistance with the job search and entry into the early childhood sector.

**Evaluation and exam preparation:** Throughout the training, learners are evaluated regularly to help them progress with confidence. They participate in mock exams and oral presentations and receive feedback to strengthen and refine their knowledge, communication and preparation. The evaluations are tailored to help students prepare and succeed at national level exams for the early years diplomas such as the CAP AEPE as well as for their future work in the field.

## COMMITMENT TO A JUST AND INCLUSIVE ENVIRONMENT

PICT is committed to welcoming and supporting **learners with special needs**. A designated coordinator ensures that learning and exam conditions are adapted for those with special needs and that there is regular follow up. Our trainers are made aware of how to support learners in this context.

We are committed to providing a **fair, respectful, and inclusive space for all**. This applies in both the classrooms and in the professional settings. Racism, sexism, homophobia, bullying, and all forms of exclusion or discrimination are not tolerated in the classroom and at our training center. There is no tolerance for any form of violence against children. Everyone deserves to feel safe, respected, and included.

This position is essential not only to the ethical integrity of our training center but also to the role of early years professionals, who must welcome children and families from all backgrounds with respect and openness. An inclusive and respectful attitude is a foundation of professional behavior—kindness, care and non-judgment.

## CONCLUSION

With these four pillars, we hope that our training center can serve as a strong foundation of learning, support and care in the early years field. In this way, Paris ICT is about more than just gaining an early years qualification, but also about creating a space where early years professionals can grow in confidence and understanding about the importance of their role.

We aim to encourage this through our shared commitment to the well-being of children, families and professionals.

With the core foundation of bienveillance, active learning, inclusion, and individual support, we hope to welcome each student into a community built on respect, engagement, and a shared sense of purpose: supporting children, families and each other with care, empathy, and professionalism.

