



PYP Scholarship Guide for Families and Students 2026-27 Academic Year

1. Learner Profile Attribute Scholarship

1.1 Learner Profile Definition

The Learner Profile is at the heart of each International Baccalaureate Programme, from PYP to DP. At ISNS we use the IB Learner Profile to develop learners who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.

1.2 Who Should Apply:

Successful candidates for this award will communicate specific IB Learner Profile attributes that they have demonstrated in highly effective or impactful ways. They will emphasize how their demonstration of these attributes has impacted themselves and/or others.

Note: Candidates are recommended to focus on a maximum of three IB Learner Profile attributes. This will allow candidates to share detailed reflections on a more limited number of attributes, rather than a shallow reflection on a greater number of attributes.

1.3 Process

Candidates for this award will:

- Complete an application form with their families.
- G3-5: Submit a personal statement (written by the student) and supporting documents as part of their application.
G1-2: Create an Artefact (poster, picture, song, video, piece of writing) showing their understanding and application of the IB Learner Profiles. This must be done primarily by the student.
- Submit the name of one teacher on the application form who will be requested to give a recommendation for this student. The Scholarship Committee will coordinate teacher recommendations according to candidate requests.

The Scholarship Committee will review all applications and recommendations and select top candidates to participate in the interview process. Students will be notified of their interview time and date at least one day prior to the interview.

1.4 Criteria

Candidates for the IB Learner Profile Scholarship must provide examples and evidence of how they have demonstrated the attributes of the IB Learner Profile in their daily lives. They must describe how



they have made an impact on the school and the world by striving to exemplify the IB Learner Profile attributes.

G3-5: Candidates will be evaluated by the Scholarship Committee based on the following components of their application:

- Strength of student's personal statement letter, including specific connections to this scholarship's focus (the IB Learner Profile).
- Strength of supporting documents
- Strength of teacher recommendation
- Strength of student interview

G1-2: Candidates will be evaluated by the Scholarship Committee based on the following components of their application:

- Strength of student's artefact, including specific connections to this scholarship's focus (the IB Learner Profile).
- Strength of teacher recommendation
- Strength of student interview

Please note that the emphasis will be placed on the teacher recommendation and student interview.

1.5 Supporting Documents (G3-5)

Mandatory supporting elements for this scholarship:

- Personal Statement

Suggested documents for this scholarship type:

- Screenshots from ManageBac showing you have received a Learner Profile badge
- Evidence of school assignments, clubs and activities that demonstrate Learner Profile attributes
- Evidence of outside activities that demonstrate Learner Profile attributes

Do not add a full report card as a supporting document. If you would like to use part of a report card as a supporting document, please screenshot the section and explain why it was added.

Accepted file types: pdf, word documents, pages documents, jpegs, video files

Unacceptable file types: PowerPoint files, Keynote files, .zip files, full report cards.

Unacceptable files will not be opened and will not be considered as part of candidate application.

More is not always better: a couple of carefully chosen documents can be more persuasive than many documents that are loosely connected to the scholarship's focus.

1.6 File Naming Protocols

All files must be labelled using English letters with the name the child prefers to use at school.

Naming protocol format: Grade Child's Name_Award_Document

Example: G4_HarryPotter_Learner Profile Attribute_Personal Statement

1.7 Personal Statement Tips



The personal statement is a letter to the Scholarship Committee which explains what you have done to meet the scholarship criteria and why you are qualified for the scholarship.

- The statement should make specific connections to the scholarship being applied for and should explicitly communicate how the student has demonstrated growth or excellence in the domain of the scholarship.
- The statement can be addressed to the “PYP Scholarship Committee.”
- The letter can be typed or handwritten
- Recommended length: $\frac{3}{4}$ of a page to $1\frac{1}{4}$ of a page (depending on font/writing size)
- Students are encouraged to use proper paragraph structure throughout their letter and use persuasive language and sentence structures.
- Students are recommended to first write a rough draft before writing their final copy to submit.
- This statement can be written in the student's home language if they encounter challenges in articulating their personal statement in English.
 - In the event that the personal statement is written in a language other than English, a translated summary in English should be provided. Students are encouraged to attempt translating their personal statement into English on their own.

Upper PYP (G3-G5): The personal statement must be written by the student themselves, with minimal guidance from families/tutors/etc.

Applicants should submit a different personal statement for each scholarship application they submit if submitting more than one.

1.8 Interview Tips

- Students should be prepared to discuss elements of their personal statement/artefact and share what the focus of this scholarship means to them.
- Students should speak clearly and confidently.
- Students should stay on topic.
- Students should demonstrate their highest personal abilities in communication skills and thinking skills.
- Students are permitted to ask for translation support during the interviews but are encouraged to use English.



2. Action Scholarship (G3-5 only)

2.1 Definition

In the PYP, action can be shown through students applying their learning, engaging in service, or working to make a positive impact in the world around them.

2.2 Who Should Apply

Successful candidates for this award will communicate their strong involvement in their school community, local community, and/or global community. They will emphasize how they have taken action to make a positive impact, and how this action has impacted themselves and others.

2.3 Process

Candidates for this award will:

- Complete an application form with their families.
- Submit a personal statement (written by the student) and supporting documents as part of their application.
- Submit the name of one teacher on the application form who will be requested to give a recommendation for this student. The Scholarship Committee will coordinate teacher recommendations according to candidate requests.

The Scholarship Committee will review all applications and recommendations and select top candidates to participate in the interview process. Students will be notified of their interview time and date at least one day prior to the interview.

2.4 Criteria

Candidates for the PYP Action Scholarship must provide examples and evidence of how they have taken meaningful action in their daily lives. They must describe how they have made an impact on the school and the world through their actions.

Candidates will be evaluated by the Scholarship Committee based on the following components of their application:

- Strength of student's personal statement letter, including specific connections to this scholarship's focus (Action).
- Strength of supporting documents
- Strength of teacher recommendation
- Strength of student interview

2.5 Supporting Documents

Mandatory supporting elements for this scholarship:

- Personal Statement



Suggested documents for this scholarship type:

- Evidence of school assignments, clubs and activities that demonstrate action
- Evidence of outside activities that demonstrate action
- Screenshots of receiving a Learner Profile or Action badge

Do not add a full report card as a supporting document. If you would like to use part of a report card as a supporting document, please screenshot the section and explain why it was added

Accepted file types: pdf, word documents, pages documents, jpegs

Unacceptable file types: PowerPoint files, Keynote files, .zip files, video files, full report cards.

Unacceptable files will not be opened and will not be considered as part of candidate application.

More is not always better: a couple of carefully chosen documents can be more persuasive than many documents that are loosely connected to the scholarship's focus.

2.6 File Naming Protocols

All files must be labelled using English letters with the name the child prefers to use at school.

Naming protocol format: Grade Child's Name_Award_Document

Example: G4_HarryPotter_Action_PersonalStatement

2.7 Personal Statement Tips

The personal statement is a letter to the Scholarship Committee which explains what you have done to meet the scholarship criteria and why you are qualified for the scholarship.

- The statement should make specific connections to the scholarship being applied for and should explicitly communicate how the student has demonstrated growth or excellence in the domain of the scholarship.
- The statement can be addressed to the "PYP Scholarship Committee."
- The letter can be typed or handwritten
- Recommended length: $\frac{3}{4}$ of a page to $1\frac{1}{4}$ of a page (depending on font/writing size)
- Students are encouraged to use proper paragraph structure throughout their letter and use persuasive language and sentence structures.
- Students are recommended to first write a rough draft before writing their final copy to submit.
- This statement can be written in the student's home language if they encounter challenges in articulating their personal statement in English.
- In the event that the personal statement is written in a language other than English, a translated summary in English should be provided. Students are encouraged to attempt translating their personal statement into English on their own.



Upper PYP (G3-G5): The personal statement must be written by the student themselves, with minimal guidance from families/tutors/etc.

Applicants should submit a different personal statement for each scholarship application they submit if submitting more than one.

2.8 Interview Tips

- Students should be prepared to discuss elements of their personal statement and share what the focus of this scholarship means to them.
- Students should speak clearly and confidently.
- Students should stay on topic.
- Students should demonstrate their highest personal abilities in communication skills and thinking skills.
- Students are permitted to ask for translation support during the interviews but are encouraged to use English.

3. Growth in Approaches to Learning Scholarship

3.1 Definition

This scholarship recognizes student progress in one or more of our Approaches to Learning: Thinking Skills, Communication Skills, Self-Management Skills, Research Skills, and Social Skills.

3.2 Who Should Apply:

Successful candidates for this award will communicate specific aspects of growth in one or more of the Approaches to Learning during the current academic year.

Note: Candidates are recommended to focus on a maximum of two to three Approaches to Learning. This will allow candidates to share detailed reflections on a more limited number of Approaches to Learning, rather than a shallow reflection on a greater number of Approaches to Learning.

3.3 Process

Candidates for this award will:

- Complete an application form with their families.
- G3-5: Submit a personal statement (written by the student) and supporting documents as part of their application.
- G1-2: Create an Artefact (poster, picture, song, video, piece of writing) showing their understanding and application of the ATLS. This must be done primarily by the student.



- Submit the name of two teachers on the application form who will be requested to give a recommendation for this student. The Scholarship Committee will coordinate teacher recommendations according to candidate requests.

The Scholarship Committee will review all applications and recommendations and deliberate based on the criteria below to select winners.

Note: There is no interview process for this scholarship.

3.4 Criteria

Candidates for the Growth in Approaches to Learning Scholarship must provide examples and evidence of how they have grown in their daily lives with respect to two or more Approaches to Learning. They must describe how Approaches to Learning have made an impact on their personal learning journey.

G3-5 Candidates will be evaluated by the Scholarship Committee based on the below aspects of their application:

- Strength of student's personal statement letter, including specific connections to this scholarship's focus (The Approaches to Learning)
- Strength of supporting documents
- Strength of teacher recommendation

G1-2: Candidates will be evaluated by the Scholarship Committee based on the following components of their application:

- Strength of student's artefact, including specific connections to this scholarship's focus (the ATLS)
- Strength of teacher recommendations

Please note that the emphasize will be placed on the teacher recommendation.

3.5 Supporting Documents (G3-5)

Mandatory supporting elements for this scholarship:

- Personal Statement

Suggested documents for this scholarship type:

- Evidence of school assignments, clubs and activities that demonstrate growth in the Approaches to Learning
- Evidence of outside activities that demonstrate growth in the Approaches to Learning



Do not add a full report card as a supporting document. If you would like to use part of a report card as a supporting document, please screenshot the section and explain why it was added.

Accepted file types: pdf, word documents, pages, documents, jpegs, video files

Unacceptable file types: PowerPoint files, Keynote files, .zip files, full report card. Unacceptable files will not be opened and will not be considered as part of candidate application.

More is not always better: a couple of carefully chosen documents can be more persuasive than many documents that are loosely connected to the scholarship focus.

3.6 File Naming Protocols

All files must be labelled using English letters with the name the child prefers to use at school.

Naming protocol format: Grade_Child's Name_Award_Document

Example: G4_HarryPotter_ATLS_Personal Statement

3.7 Personal Statement Tips

The personal statement is a letter to the Scholarship Committee which explains what you have done to meet the scholarship criteria and why you are qualified for the scholarship.

- The statement should make specific connections to the scholarship being applied for and should explicitly communicate how the student has demonstrated growth or excellence in the domain of the scholarship.
- The statement can be addressed to the "PYP Scholarship Committee."
- The letter can be typed or handwritten
- Recommended length: $\frac{3}{4}$ of a page to $1\frac{1}{4}$ of a page (depending on font/writing size)
- Students are encouraged to use proper paragraph structures throughout their letter and use persuasive language and sentence structures.
- Students are recommended to first write a rough draft before writing their final copy to submit.
- This statement can be written in the student's home language if they encounter challenges in articulating their personal statement in English.
- In the event that the personal statement is written in a language other than English, a translated summary in English should be provided. Students are encouraged to attempt translating their personal statement into English on their own.

Upper PYP (G3-G5): The personal statement must be written by the student themselves, with minimal guidance from families/tutors/etc.

Applicants should submit a different personal statement for each scholarship application they submit if submitting more than one.



此中文翻译仅供参考，请以英文版指南为准

小学奖学金申请指南 2026-27 学年

1. 学习者培养目标奖学金

1.1 定义：

学习者培养目标是从小学到大学预科的每个国际文凭学段的核心。在 ISNS，我们旨在应用国际文凭学习者培养目标培养具备以下品质的学习者：积极探究、知识渊博、勤于思考、善于交流、坚持原则、胸襟开阔、懂得关爱、敢于尝试、全面发展和及时反思。

1.2 申请人要求：

成功申请该奖项的候选人将阐述他们以高效或有影响力的方式展示特定的 IB 学习者培养目标品质。他们将强调他们所展示的这些品质是如何影响自己和/或他人的。

请注意：我们建议候选人最多专注于 3 个 IB 学习者培养目标品质。这将使候选人能够分享对特定的品质详细的反思，而不是对过多的品质进行浅显地反思。

1.3 申请流程：

该奖项的候选人将：

- 与家人一起填写申请表。
- 三至五年级：提交一份个人陈述（由学生撰写）和相应证明文件。
一至二年级：完成一件作品（海报、图片、歌曲、视频、文章），展示他们对国际文凭学习者培养目标的理解和应用。这必须主要由学生自己完成。
- 在申请表格上，候选人提供一名为自己写推荐信的教师姓名。奖学金委员会将根据候选人的要求协调教师撰写推荐信。

奖学金委员会将审查所有申请和推荐，并选出最优秀的候选人进入面试阶段。学生将至少在面试前 1 天收到面试通知。



1.4 评定标准：

IB 学习者培养目标奖学金的候选人必须提供他们如何在日常生活中展示 IB 学习者培养目标品质的例子和证明。他们必须描述他们是如何通过努力体现 IB 学习者培养目标品质而对学校和世界产生影响的。

三至五年级：奖学金委员会将根据以下方面对候选人的申请进行评估：

- 学生的个人陈述，包括与该奖学金侧重点（IB 学习者培养目标）的具体联系
 - 证明文件的考量
- 教师推荐信
- 学生面试

一至二年级：奖学金委员会将根据以下方面对候选人的申请进行评估：

- 对学生作品的考量，包括与本奖学金重点（国际文凭学习者简介）的具体联系。
- 教师推荐信
- 学生面试

请注意，重点将放在教师推荐和学生面试上。

1.5 证明文件（三至五年级）：

申请该奖学金必须提供的文件：

- 个人陈述

申请该奖学金的推荐证明文件：

- 在教学系统 Managebac 上获得学习者培养目标徽章的截图。
- 展示有关学习者培养目标的学校作业、俱乐部和活动的证明文件。
- 展示有关学习者培养目标的校外活动的相关证明文件。

请勿添加完整的成绩单作为证明文件。如果您想使用成绩单的一部分作为证明文件，请截图该部分并解释添加的原因。

可接受的文件类型：pdf、word 文档、pages 文档、jpegs 图片格式、视频。

不可接受的文件类型：PowerPoint 文件、Keynote 文件、.zip 压缩文件、视频文件、完整的成绩单。

不可接受的文件将不会被打开查看，也不会视为候选人申请文件的一部分。

证明文件多不一定代表好：一些精选的文件会比与奖学金侧重点无关的冗杂文件更具说服力。



1.6 文件命名规则：

所有文件必须用学生在校使用的英文名字标记。

命名规则：年级_学生姓名_奖学金名称_文件名称

例如：G4_HarryPotter_Learner Profile Attribute_Personal Statement

1.7 个人陈述建议：

个人陈述是给奖学金委员会的一封信，其中解释了学生符合相应奖学金标准所做的成果以及有资格获得奖学金的原因。

- 陈述内容应该与所申请的奖学金类型有具体的联系，并应明确传达学生如何在该领域展现出成长或优异之处。
- 这封信可以致函“PYP Scholarship Committee”。
- 打印或手写形式皆可。
- 推荐长度：占页面 ¾ 的长度至 1 ¼ 页的长度范围（取决于字体/字号）。
- 鼓励学生在整个陈述中使用适当的段落结构，并使用有说服力的语言及句子结构。
- 建议学生先写草稿，然后提交正式的信件。
 - 如果学生在用英语撰写个人陈述时遇到困难，可以用其母语撰写个人陈述。
 - 如果个人陈述是非英语以外的语言撰写的，则应提供简要英语译文。我们鼓励学生自己尝试将个人陈述翻译成英文。

小学高年级（三至五年级）：个人陈述必须由学生自己撰写，家人/导师等人的指导占极少成分。

申请人如果提交一份以上的奖学金申请，应该为每个种类的奖学金申请提交不同的个人陈述。

1.8 面试技巧：

- 学生应准备好阐述其个人陈述/作品的内容，并分享该奖学金的侧重点对他们的意义。
- 学生应该清晰且自信地发言。
- 学生应紧扣主题。
- 学生应在沟通技巧和思维能力方面展示他们最高的个人能力。
- 允许学生在面试时要求翻译支持，但鼓励他们使用英语。



2. 行动力奖学金（仅限三至五年级）

2.1 定义：

在小学阶段，行动力可以通过学生应用他们的所学、参与服务或努力对他们周围的世界产生积极影响来体现。

2.2 申请人要求：

成功申请该奖项的候选人将阐述他们对学校社区、当地社区和/或全球社区的强烈参与度。他们将强调他们是如何采取行动产生积极影响，以及这种行动力是如何影响自己和他人的。

2.3 申请流程：

该奖项的候选人将：

- 与家人一起填写申请表。
- 提交一份个人陈述（由学生撰写）和相应证明文件。
- 在申请表格上，候选人提供一名为自己写推荐信的教师姓名。奖学金委员会将根据候选人的要求协调教师撰写推荐信。

奖学金委员会将审查所有申请和推荐，并选出最优秀的候选人进入面试阶段。学生将至少在面试前 1 天收到面试通知。

2.4 评定标准：

小学行动力奖学金的候选人必须提供他们如何在日常生活中采取有意义的行为的例子和证据。他们必须描述他们如何通过自己的行动对学校 and 世界产生了影响。

奖学金委员会将根据以下方面对候选人的申请进行评估：

- 学生的个人陈述，包括与该奖学金侧重点(行动)的具体联系
- 证明文件的考量
- 教师推荐信



- 学生面试

2.5 证明文件：

申请该奖学金必须提供的文件：

- 个人陈述

申请该奖学金推荐提供的证明文件：

- 展示与行动相力关的学校作业、俱乐部和活动的证明文件。
- 展示与行动力相关的校外活动相关的证明文件。
- 获得学习者培养目标或行动徽章的截图。

请勿添加完整的成绩单作为证明文件。如果您想使用成绩单的一部分作为证明文件，请截图该部分并解释添加的原因。

可接受的文件类型：pdf、word 文档、pages 文档、jpegs 图片格式。

不可接受的文件类型：PowerPoint 文件、Keynote 文件、.zip 压缩文件、视频文件、完整的成绩单。

不可接受的文件将不会被打开查看，也不会视为候选人申请文件的一部分。

证明文件多不一定代表好：一些精选的文件可能比与奖学金侧重点无关的冗杂文件更具说服力。

2.6 文件命名规则：

所有文件必须用学生在校使用的英文名字标记。

命名规则：年级_学生姓名_奖学金名称_文件名称

例如：G4_HarryPotter_Action_PersonalStatement

2.7 个人陈述建议：

个人陈述是给奖学金委员会的一封信，其中解释了学生符合奖学金标准所做的成果以及有资格获得奖学金的原因。

- 这封信应该与所申请的奖学金有具体的联系，并应明确传达学生如何在该领域展现出成长或优异之处。
- 这封信可以致函“PYP Scholarship Committee”。
- 打印或手写形式皆可。
- 推荐长度：占页面 $\frac{3}{4}$ 的长度至 1 $\frac{1}{4}$ 页的长度范围（取决于字体/字号）。
- 鼓励学生在整个信函中使用适当的段落结构，并使用有说服力的语言及句子结构。



- 建议学生先写草稿，然后提交正式的信件。
- 如果学生在用英语撰写个人陈述时遇到困难，可以用其母语撰写个人陈述。
- 如果个人陈述是非英语以外的语言撰写的，则应提供简要英语译文。我们鼓励学生自己尝试将个人陈述翻译成英文。

小学高年级（G3-G5）：个人陈述必须由学生自己撰写，家人/导师等人的指导占极少成分。

申请人如果提交一份以上的奖学金申请，应该为每个种类的奖学金申请提交不同的个人陈述。

2.8 面试技巧：

- 学生应准备好阐述其个人陈述的内容，并分享该奖学金的侧重点对他们的意义。
- 学生应该清晰且自信地发言。
- 学生应紧扣主题。
- 学生应在沟通技巧和思维能力方面展示他们最高的个人能力。
- 允许学生在面试时要求翻译支持，但鼓励他们使用英语。

3. 学习能力提升奖学金

3.1 定义：

该奖学金旨在表彰学生在一种或多种学习方法中取得的进步：思考技能、沟通技能、自我管理技能、研究技能和社交技能。

3.2 申请人要求：

成功申请该奖项的候选人将在本学年内就一种或多种学习方法的具体成长方面进行阐述。

请注意：建议候选人最多关注 2 至 3 种学习方法。这将使候选人能够分享对特定的学习方法的详细反思，而不是对多种学习方法进行浅显的反思。

3.3 申请流程：

该奖项的候选人将：

- 与家人一起填写申请表。
- 三至五年级：提交一份个人陈述（由学生撰写）和相应证明文件。



- 一至二年级：完成一件作品（海报、图片、歌曲、视频、文章），展示他们对学习方法和应用。这必须主要由学生自己完成。
- 在申请表格上，候选人需提供两名为自己写推荐信的教师姓名。奖学金委员会将根据候选人的要求协调教师撰写推荐信。

奖学金委员会将审查所有申请和推荐，并根据以下标准进行审议以选出获奖者。

请注意：此奖学金没有面试流程。

3.4 评定标准：

学习方法进步奖奖学金的候选人必须提供实例和证据，说明他们在日常生活中是如何通过两种或多种学习方法获得成长的。他们必须描述这些学习方法如何对他们的个人学习之旅产生了影响。

三至五年级奖学金委员会将根据以下方面对候选人的申请进行评估：

- 学生的个人陈述，包括与该奖学金侧重点（学习方法）的具体联系
- 证明文件的考量
- 教师推荐信

一至二年级奖学金委员会将根据以下方面对候选人的申请进行评估：

- 对学生作品的考量，包括与本奖学金侧重点（ATLS）的具体联系。
- 教师推荐信

请注意，重点将放在教师推荐上。

3.5 证明文件（三至五年级）：

申请该奖学金必须提供的文件：

- 个人陈述

申请该奖学金推荐提供的证明文件：

- 展示学习方法进步的学校作业、俱乐部和活动的证明文件。
- 展示学习方法进步的校外活动相关的证明文件。

请勿添加完整的成绩单作为证明文件。如果您想使用成绩单的一部分作为证明文件，请截图该部分并解释添加的原因。



可接受的文件类型：pdf、word 文档、pages 文档、jpegs 图片格式。

不可接受的文件类型：PowerPoint 文件、Keynote 文件、.zip 压缩文件、视频文件、完整的成绩单。

不可接受的文件将不会被打开查看，也不会视为候选人申请文件的一部分。

证明文件多不一定代表好：一些精选的文件可能比与奖学金侧重点无关的冗杂文件更具说服力。

3.6 文件命名规则：

所有文件必须用学生在校使用的英文名字标记。

命名规则：年级_学生姓名_奖学金名称_文件名称

例如：G4_HarryPotter_ATLS_Personal Statement

3.7 个人陈述建议：

个人陈述是给奖学金委员会的一封信，其中解释了学生符合奖学金标准所做的工作以及有资格获得奖学金的原因。

- 这封信应该与所申请的奖学金有具体的联系，并应明确传达学生如何在该领域展现出成长或优异之处。
- 这封信可以致函“PYP Scholarship Committee”。
- 打印或手写形式皆可。
- 推荐长度：占页面 $\frac{3}{4}$ 的长度至 $1\frac{1}{4}$ 页的长度范围（取决于字体/字号）。
- 鼓励学生在整个信函中使用适当的段落结构，并使用有说服力的语言及句子结构。
- 建议学生先写草稿，然后提交正式的信件。
- 如果学生在用英语撰写个人陈述时遇到困难，可以用其母语撰写个人陈述。
- 如果个人陈述是非英语以外的语言撰写的，则应提供简要英语译文。我们鼓励学生自己尝试将个人陈述翻译成英文。

小学高年级（G3-G5）：个人陈述必须由学生自己撰写，家人/导师等人的指导占极少成分。

申请人如果提交一份以上的奖学金申请，应该为每个种类的奖学金申请提交不同的个人陈述。