

PASSION LED US HERE

People use their passion and expertise  
to make a positive difference

# Questions addressed in today's workshop:

- What is the PYP Exhibition?
- What does the Exhibition at Discovery College look like?
- What are the roles and responsibilities of students?
- How can parents support during the Exhibition process?

# What is the PYP Exhibition?

A **culminating** learning experience

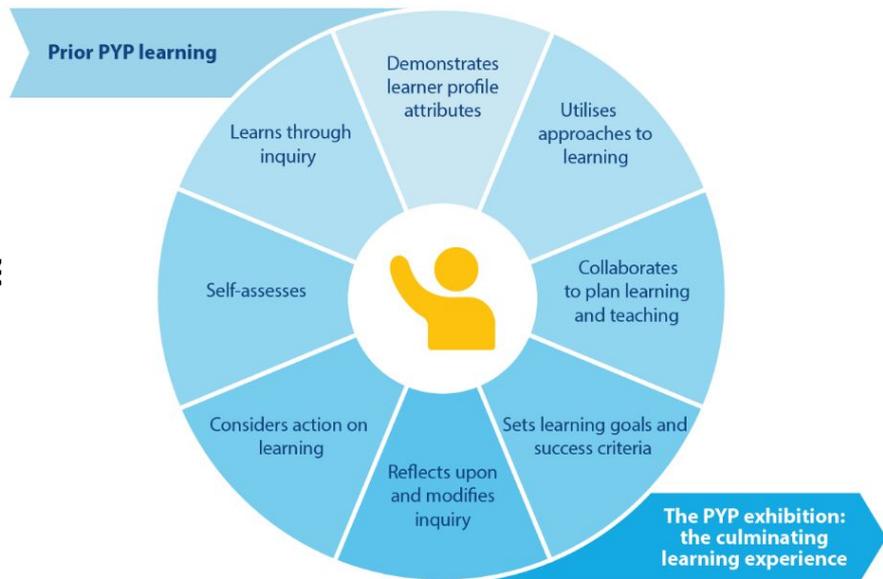
An inquiry into an an **issue** or **opportunity of personal significance**

**Student-initiated, collaborative** and **transdisciplinary**

An opportunity for students to **take action** as a result of their learning

An opportunity to demonstrate **agency** and **responsibility for their learning**

to provide students with an opportunity to demonstrate the attributes of the **learner profile** in authentic contexts



**What does the  
PYP Exhibition journey at  
Discovery College  
look like?**

# 9 Week Journey

Identify Skills needed

Design your learning goals

Journal your learning

Share your progress

Plan and make your Exhibit

End

Choose *issue* or *opportunity* to be explored

Self-assess your learning

Establish what success will look like

Exhibit at the Exhibition

Identify knowledge you will need (gather info)

Identify people who could help you

Make a difference

Practice how you will present

Start

**Inquiry Process:** Students will be expected to use the DC Inquiry Model to guide their inquiry process.

Successful inquiry requires students to...



Success is a journey,  
not a destination. The  
doing is often more  
important than the  
outcome.

Arthur Ashe

What are the roles and responsibilities of **students** during the Exhibition process?

# Selecting

**Issue** - connected to their “passion”

- Real life issues or problems that could be in our school or local area, but can also be connected to global issues

**Specialist area** - connected to their area of “expertise”

- Art, Drama, Music, IT/Film, Dance, PSPE (personal, social & physical Education)



# Selecting

What's your purpose...?

To grow...

To make...

To get really good at...

To start a...

To help save...

To design...

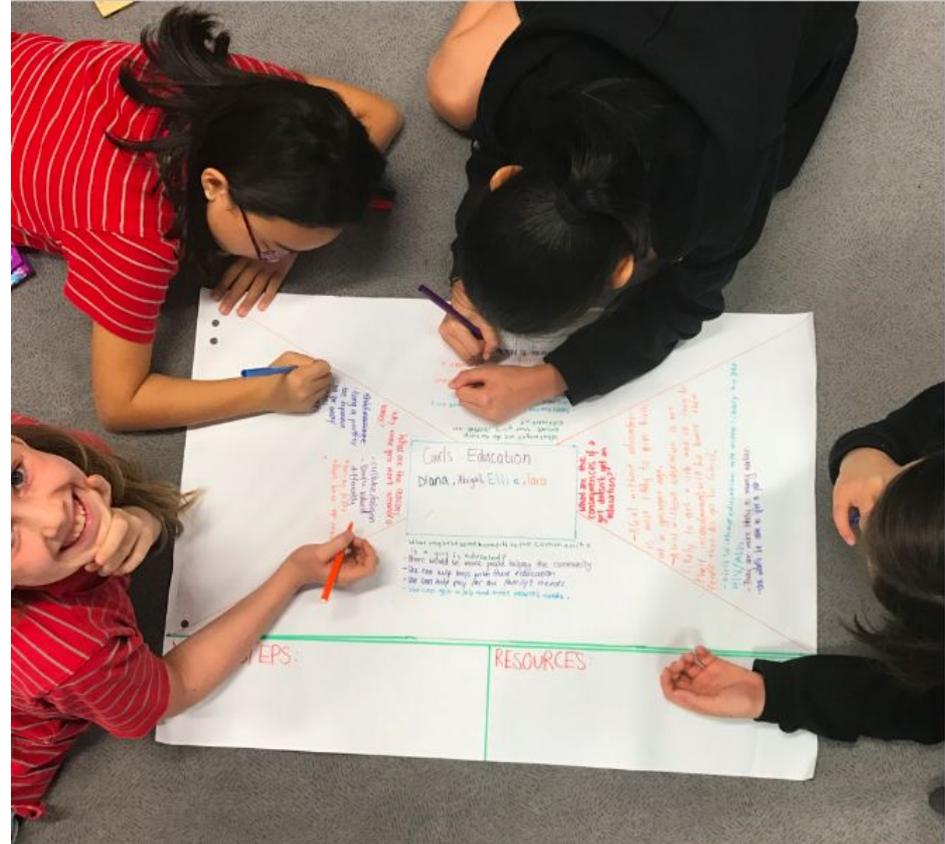
To be...

To create...

<p>1. What could you do for hours without stopping?</p> 	<p>2. What makes you feel joyful?</p> 	<p>3. If you played hooky from school for a week, what would you spend the time doing?</p> 	<p>4. What could you talk about for hours?</p> 
<p>10. What doesn't feel like work?</p> 	<p><i>find your purpose</i>  <b>connect to our world</b></p> <p>Name: _____ Class: _____</p>		<p>5. What can you not pull yourself away from doing?</p> 
<p>9. If you were to win first place in a competition, what would it be for?</p> 	<p>8. What is a problem you wish you could solve?</p> 	<p>7. What do you secretly do when you are supposed to be doing something else?</p> 	<p>6. What would you be willing to give up a recess to spend time doing?</p> 

# Learning with others

- Small group and individual (topic group and specialist group)
- Exhibition teacher/s
- Mentor
- Organisations/experts outside of school

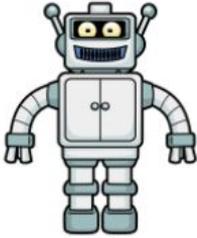


# Questions

## Going Deeper

### ROBOT

These questions help you find out the facts



### JUDGE

These questions help you make predictions when you have found out the facts and analysed them.



### DETECTIVE

These questions help you to analyse information you are finding.



### INVENTOR

These questions help you make sense of all of your information and apply your learning

- Developing “good” open-ended questions that will drive their inquiry.
- Going beyond a basic knowledge of the topic.
- Continually asking questions about what they have read/learned.
- Developing appropriate questions for experts or mentors.

# Planning & Gathering - MISO

## Media, Interviews, Surveys, Observations

- Resources and materials
- Sources of information (websites, books, people, newspapers, tv news)
- Surveys, interviews
- Citing/acknowledging sources (print, websites, interviews, artworks)



# Recording and Reflecting

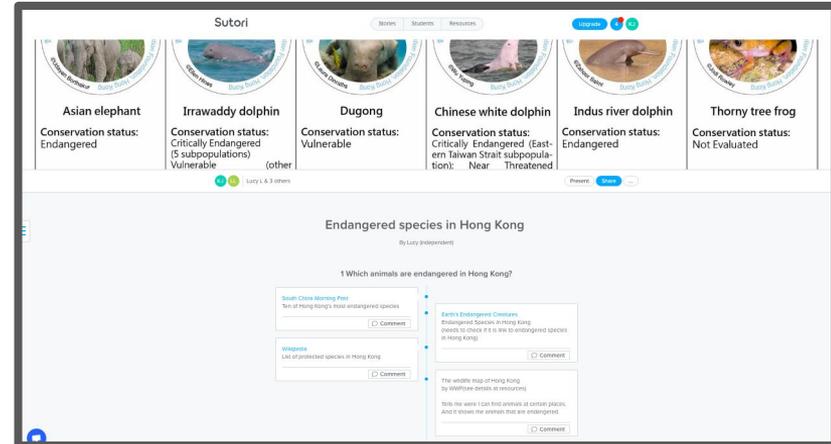
## Documenting Learning:

### Journal: (individual)

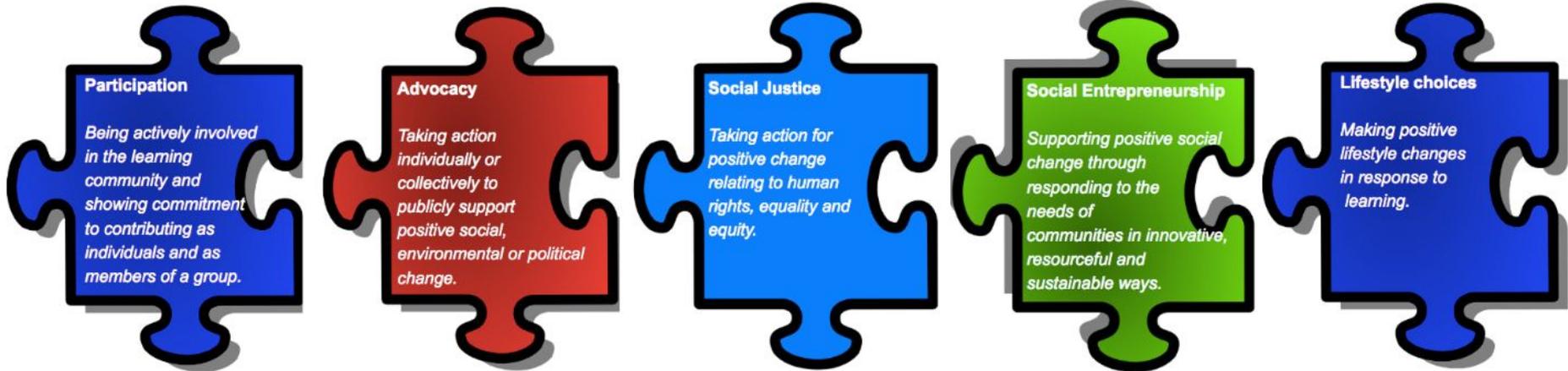
- Regular entries that show development of understanding
- Evidence of progress - drawings, photographs, interview notes, mentor note

### Sutori: (group or individual)

- Posting articles and resources, commenting and reflecting on articles



# Planning and Taking Action



# Presenting the Exhibition

## Ownership:

(your child will LEAD you)

- Group / Individual presentations - the process of learning
- Specialist presentation / sharing
- Oral presentations
- Should be able to confidently articulate their learning and answer questions about their learning

## CELEBRATE LEARNING

# Approaches to Learning: Self-Management Skills

## Time Management:

- At home and at school
- Scheduling/prioritising workload and commitments
- Timetabling appointments and deadlines

## Organisation

## Codes of Behaviour

## Informed Choices



# Approaches to Learning: Communication Skills

## Reading, Writing, Talking, Listening, Viewing, Presenting

Communicating effectively:

- Group members
- Research, Learning
- Emailing to make appointments with mentors, NGOs, experts
- Phone calls
- Posters/displays/action
- Surveys, interviews



# Well-being

## Finding a balance between:

- Social
- Emotional
- Physical
- Mental



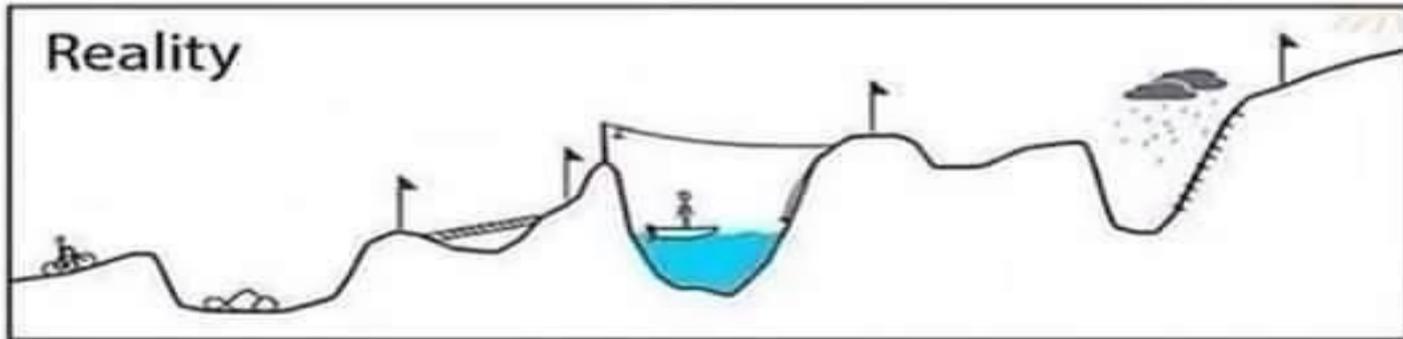
How can parents support during the  
Exhibition process?

# NEVER LOSE HOPE

Your plan



Reality



- To encourage **independent inquiry** and **respect student ownership of the process**
- To support students with **time management** and **cooperation** skills.
- To support your child in taking **meaningful** action.
- To celebrate with your child by attending the exhibition on the evening of **Tuesday 9th April**

# Where to next?



- Year 6 *Exhibition* classrooms - until 10am
- Students will lead the conversation with you
  - Share their Exhibition learning journey so far
  - Share their plans for their next steps, including ideas for research, taking action and ways in which they might share their learning during the final Exhibition event.
  - Discuss support that they might need at home to ensure a successful Exhibition.
- The discussion might be with a group

ANY  
QUESTIONS  
?