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ESF Discovery College PYP EXHIBITION

A Guide for Parents

What is the PYP Exhibition?



The PYP Exhibition is an opportunity for your child to research and problem solve in a collaborative group, drawing upon and extending their skills, knowledge, strengths, passions and interests in order to make a positive difference to others.

It is a **culminating experience** enabling students to exhibit attributes of the **IB learner profile**.

The Exhibition journey is an opportunity for students to demonstrate the application of the IB Mission Statement

“...to develop **inquiring, knowledgeable** and **caring** young people who help to create a better and more peaceful world...”

What is the PYP Exhibition at Discovery College?

The following guide will help you to understand the requirements of the Exhibition and how you might support your child throughout their Exhibition journey.



Exhibition Central Idea:

People can use their passion and expertise to make a positive difference.

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

Successful inquiry requires students to...

Connect and Wonder

- What interests me about this inquiry?
- What do I already know or think I know about this inquiry?
- What background information would help me get an overview of my inquiry?
- What intriguing questions do I have about the topic or idea?
- Why am I doing this inquiry?
- What do I expect to find?

Investigate

- Have I located sources with diverse perspective?
- Have I begun to identify relationships and patterns and thoughtfully reacted to the information I found?
- Where will I go to find information/answers?

Make Meaning

- Have I found enough accurate information to answer all my questions?
- Have I discovered information gaps and filled them with more research?
- Have I tested enough data?
- Have any main ideas emerged from the research?
- Did I find enough evidence to form an opinion or support my thesis?
- Have I found useful and relevant information?

Share

- Have I organised my conclusions and evidence to present them effectively?
- What type of product or presentation will allow me to present my conclusions and evidence effectively to the intended audience?
- What technology will help me create a product or presentation?
- Is my product/ presentation as effective as I can make it?
- Will I need a new skill to create something?

Discovery College Inquiry Model

Act

- What can I do?
- What do I need to consider in order to implement a solution?
- As a result of my new learning, what is a problem I can solve?
- As a result of my new learning, what is a new idea I can implement?

Reflect

- How do I know my choices have been effective?
 - How well did my inquiry process go?
- Does my product/ presentation fulfill all the requirements of the assignment?
 - How can I get feedback on my final product to use in my next inquiry project?
 - What new understandings did I develop about the topic or idea?
 - What did I learn about inquiry?
- What new questions do I now want to answer about the topic or idea?

Reflect

Share

Key stages of the Exhibition journey

Sharing the planet

29 January – 29 March

- Connecting with the Global Goals
- Defining a field of inquiry
- Researching into their field of inquiry
- Identify a need or problem that they take meaningful action around

How we express ourselves

16 April – 17 May

- Moving into specialist advocacy groups
- Plan for action
- Develop a campaign and generate ideas for taking action
- Take action
- Plan for how they will share their journey
- Prepare for the Exhibition Evening

What are some of the expectations of your child during the Exhibition process?

Define a Field of Inquiry

Students identify and select an issue connected to a global goal they want to advocate for.

Students will need to:

- Connect to their “passion” by exploring the United Nations 17 Global Goals for Sustainable Development
- Consider different issues or problems that could be in our school or local area, but can also be connected to the Global Goals
- Conference with teachers to propose and confirm their field of inquiry

Formulate Inquiry Questions

Students **formulate questions** to drive their inquiry and deepen their understandings of their chosen field of inquiry around the Global Goals.

Students will need to:

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

Conduct Research

Students use a variety of resources to gather different perspectives surrounding their chosen issue.

Students will need to:

- Explore and research widely using media; websites, books, people, newspapers, tv news
- Create surveys and conduct interviews
- Cite sources; print, websites, interviews, art works

Document the Process

Students use various formats to independently and collaboratively document the process of their learning.

Students will need to:

Journal: (individual)

- Make regular entries that show development of understanding
- Show evidence of progress through drawings, photographs, interview notes, mentor notes

Google Community: (group)

- Post articles and resources, commenting and reflecting on articles

Take Action!

Once students have researched widely about their issue, there is an expectation that as a result they will commit to, and take some form of action in order to make a positive difference.

Students can take **direct**, or **indirect** forms of **action**, but all are expected to be advocates for their issue.

Exhibit their Advocacy (Exhibition Evening)

The Exhibition evening is an opportunity for students to be **powerful advocates** of the issue they have been inquiring into.

Students will need to;

Effectively tell the story of their inquiry and how they have made a difference through...

- **Advocacy Specialist Presentations**
Art | Drama | Music | Digital Literacy | Dance | PHSE
- **Collaborative Inquiry Group Exhibits**
- **Individual Advocacy Speeches**

Homework

Students homework over this period of time will mainly be connected to the Exhibition.

Students might need to;

Continue to research | Prepare for mentor meetings | Develop their Exhibition journal

Major approaches to learning (skills) that will be strengthened during the Exhibition

Social skills

Collaborating within a Group

Students extend their learning beyond their classroom to learn alongside a number of different stakeholders.

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

Self-Management Skills

Time Management | Organisation | Codes of Behaviour

Students will need to:

- Schedule and prioritise workload and commitments
- Timetable appointments and deadlines
- Be responsible for being organised and ready to learn
- Work collaboratively and be highly principled throughout the journey

How can parents support during the Exhibition process?

We recommend that you allow your child to take responsibility around their learning through this journey. They need to determine their field of inquiry. The motivation and drive needs to come from their interests.

Be a listener...

Students need to continue to develop attitudes of perseverance, resilience and the skills to be able to resolve conflict, and solve challenges they may face along the Exhibition journey.

Listen to their concerns, but instead of trying to save them, ask them...

“ What **might** you be able to do when you go back to school tomorrow to solve this challenge? ”

This puts the ownership back to your child to come up with some possible strategies or ideas.

Be informed...

Keep informed about the Exhibition by talking to your child and checking any communication sent from school, this includes blog posts by the year level, the Exhibition journal they bring home and homework the students will be doing.

Be mindful...

Ensure your child is maintaining a balanced lifestyle and keep the playdates happening!

Be supportive...

By taking some groups on field trips if available.
By being an 'expert' for students to interview or

seek help with particular areas of skill – *i.e. graphic design, or work with a particular NGO in HK.*

Be in touch...

From about week four of the Exhibition journey, your child may begin working with a different Y6 teacher for their inquiry time during the day. This is due to the field of inquiry groupings being cross year level based. You will be informed of who this teacher will be once groups are determined.

If you have questions during the Exhibition journey, you can still contact their class teacher, or alternatively you might also like to contact their Exhibition teacher.

Be proud...

The Exhibition journey is a partnership between the children, teachers and parents. We look forward to seeing you and celebrating with you on the Exhibition Evening Thursday 17 May.

