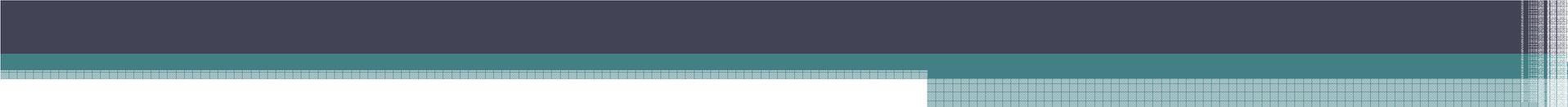


The PYP Exhibition

Parent Information

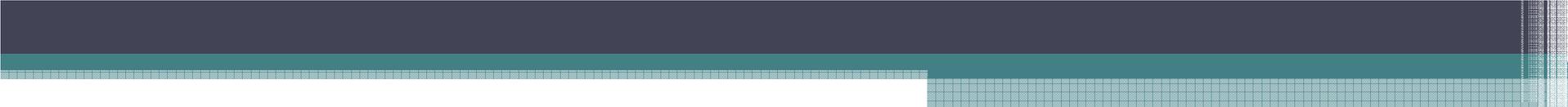
What is the purpose of the Exhibition?

- to engage in an in-depth, collaborative inquiry
- to demonstrate independence and responsibility for their own learning
- to provide opportunities to explore multiple perspectives
- to synthesize and apply their learning
- to reflect upon their journey through the PYP
- to provide an authentic process for assessing student understanding
- to demonstrate how students can take action as a result of their learning
- to unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- to celebrate the transition of learners from primary to middle/secondary education.



The role of the student

- Understand the purpose and requirements of the exhibition
- participate in selecting real-life issues for the exhibition
- develop and carry out the open-ended inquiry collaborative
- plan learning and assessment experiences; these should involve independent and collaborative work and students should be involved in all stages of the planning and staging of the exhibition
- demonstrate an understanding of the components of the PYP, in particular the IB learner profile
- demonstrate an understanding of the five essential elements—knowledge, concepts, skills, attitudes and action
- communicate effectively with teachers, peers and parents
- carry out self-assessment and peer assessment



The role of the student (continued)

- select and utilize a variety of strategies and resources to meet the outcomes of the inquiry; wherever possible, students should use a variety of source materials, such as first-hand experiences, interviews, surveys, field visits, artifacts, science investigations, working models, not just book and/or Internet research
- be academically honest when referring to their sources of information
- reflect on the components of and processes involved in the exhibition; they should keep a journal or portfolio of their planning, draft pieces of work, sketches and photographs of work in progress as well as the final product
- celebrate their learning by presenting the exhibition to the school community.

ISB INQUIRY CYCLE



connect



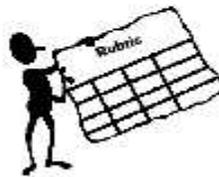
Explore connections



ACTION



Inquire/find out



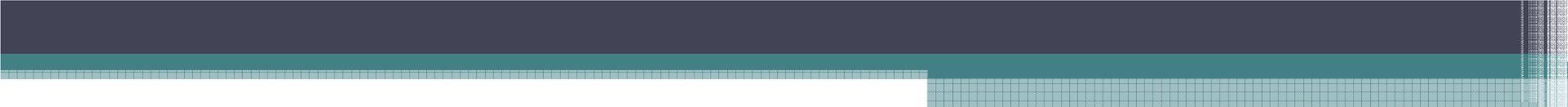
**Assess
and
reflect**



Present/conclude

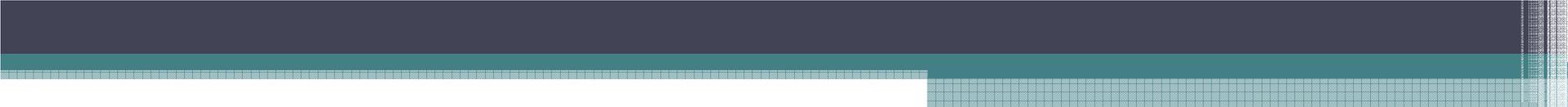


Think and sort



The role of parents

- have an understanding of the purpose and requirements of the exhibition
- be informed by reading newsletters, attending meetings, checking websites, talking with students
- help students to access resources—people, places, media and information
- provide expert subject knowledge where applicable
- act as mentors as required or appropriate
- encourage independent inquiry and respect student ownership of the process
- have an opportunity to reflect on and give feedback on the exhibition
- celebrate with the students by attending the staging of the exhibition



Essentials for assessment

- Exhibit the attributes of the IB Learner Profile and display attitudes that relate to people, the environment and their learning throughout the process
- Incorporate all 8 key concepts
- Synthesize aspects of all transdisciplinary themes
- Apply skills from all five sets of transdisciplinary skills
- Explore knowledge that is significant and relevant
- Demonstrate engagement in action
- Collaborate in a student-led, in-depth inquiry
- Keep records of the process of planning, engagement, reflection and action
- Include ongoing, rigorous assessment of the process of each individual's contribution to and understanding of the exhibition and a summative assessment and reflection on the event itself