

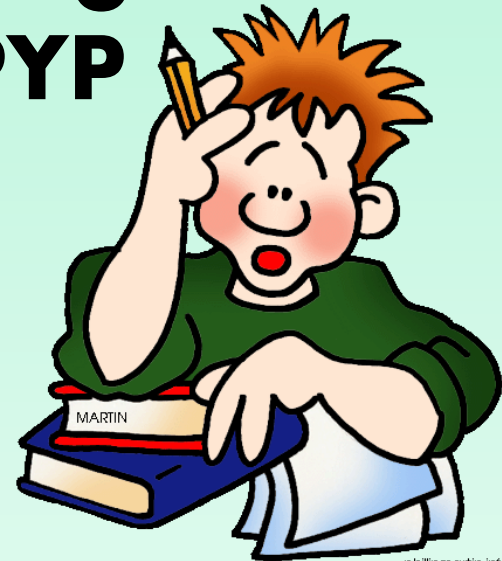


Beacon Hill School's FIRST EVER PYP Exhibition



Purpose of the PYP Exhibition

- **In-depth inquiry**
- **Independence and responsibility**
- **Unites the students, teachers, parents and other members of the school community**
- **Action as a result of their learning**
- **Celebration of learning in the PYP**



What is the PYP Exhibition?

- **Represents a significant event in the life of a PYP school and student.**
- **A culminating project**
- **A collaborative inquiry**
- **It is an opportunity for students to:**
 - **exhibit the attributes of the Learner Profile**
 - **synthesise their knowledge**
 - **incorporate the key concepts**
 - **use a wide range of skills**
 - **display the PYP attitudes**
 - **engage in meaningful action**



What is an exhibition?

It is....

- *Process driven*
- *Student driven*
- *Collaborative*
- *Rewarding*
- *Exciting*
- *Action provoking*

It is not...

- *Product driven*
- *Adult driven*
- *A science fair*
- *A poster*
- *A competition*
- *An individual inquiry*



Timeline



- **Extended Unit of Inquiry** running from **Monday February 28th to Thursday 12th May**
- **8/9 Week unit**
- **Week 1** - Sorting of groups, initial discussions and finding out activities
- **Weeks 2-3** – Investigating questions, beginning research and planning field visits
- **Weeks 4-5** – Field visits, exploring appropriate action and continuing research
- **Week 6** – Discuss ideas for final presentations, begin writing drafts and prepare evidence of action
- **Weeks 7-8** – Final research and activities, plan and prepare final presentation
- **Week 9** – Exhibition
- **Thursday 12th May** – for parents (Evening presentation)
- **Friday 13th May** -for school community (Day presentation)

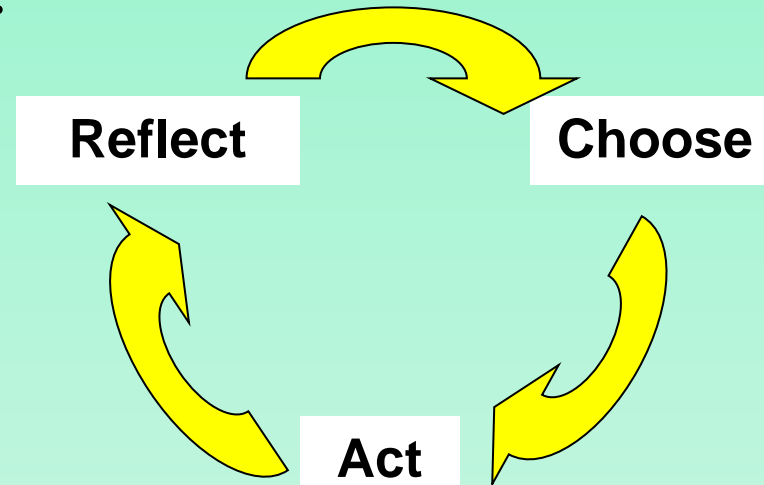
Unit of Inquiry (UoI)

- **Transdisciplinary Theme** How we express ourselves
- **Central idea** *Ideas and issues can be expressed creatively to influence others*
- **Line of Inquiry**
 - *The ways people express themselves*
 - Plus two more to be chosen within their group
 - **Key Concepts** form, function, change, causation, connection, perspective, reflection, responsibility (children will choose two to lead their inquiry)



What Action is

- **“An explicit expectation of the PYP is that successful inquiry will lead to responsive action... as a result of the learning process.”**



Effective action ...

- **Provides students with opportunities to demonstrate a sense of responsibility and respect for self, others and the environment.**
- **Involves students in exercising their own initiative.**
- **Arises from students' concrete experiences.**
- **May require appropriate adult support in order to facilitate their efforts**
- **Need not be grandiose!**

The Timetable

- **Still attend their Mandarin, Music and PE lessons. These sessions will become more flexible and used to support work for the exhibition.**
- **Maths will continue to follow the Year 6 Program.**
- **English will continue in the form of reading and reflections, Spelling and Learning Centre.**
- **No formally set homework tasks as children are expected to work independently as needed outside school. They will be expected to progress towards group deadlines and teacher expectations.**



Assessment



How?

During The Exhibition unit, assessment will be ongoing and completed by teachers, pupils as well as taking into account parent feedback.

This will be done through observations, progress meetings, Self-reflections, rubrics, reviewing research and consideration of the final exhibition material.

What?

Pupils will keep ongoing journals, records and files of all their work throughout each step of the unit. These should include:

- **Evidence of each stage of the inquiry cycle**
- **The process of collating data, researching and analysing research**
- **Reference to knowledge, concepts, skills and attitudes**
- **Attributes of the learner profile**

The final products will not be given an overall grade.

Role of the student is to...



- **Develop independent and group inquiry skills.**
- **Demonstrate understanding of the components of the PYP**
- **Effectively select and use a variety of resources.**
- **Be academically honest when referring to their sources of information.**
- **Communicate effectively with teachers, peers and parents**
- **Complete honest and valuable reflections throughout the whole journey.**
- **Carry out self and peer assessment**
- **Use assessments and reflections to guide next steps.**
- **Celebrate their learning by sharing their exhibition with the community.**

The role of the teachers is to...

- **Initiate, facilitate and guide the exhibition process**
- **Provide support for student inquiries**
- **Collaborate with other teachers**
- **Communicate regularly with students, parents and other participants**
- **Act as mentors**
- **Ensure participation by all students**
- **Empower students to feel able to take action**
- **Assess the exhibition process ensuring all the essential elements are included**
- **Keep detailed records of the processes involved**
- **Join in with students to celebrate their learning**



Role of the parent/guardian is to...

- **Understand the purpose**
- **Support and encourage students and teachers throughout the process**
- **Be informed**
- **Help students access resources-people, places, media and information**
- **Provide expert subject knowledge**
- **Encourage independent inquiry and ownership of the process**
- **Celebrate with your child by attending**

