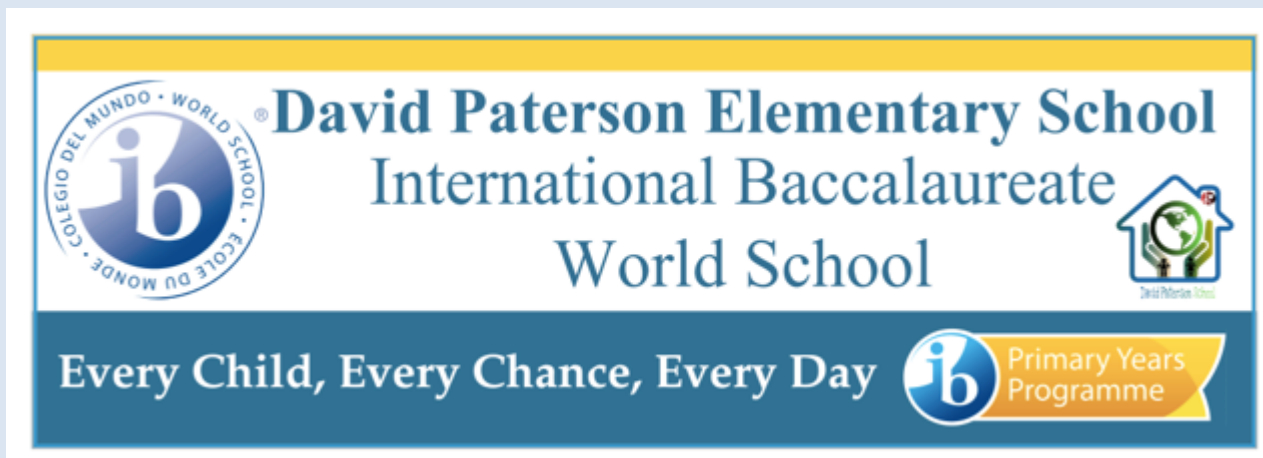


David Paterson School Mentor Handbook EXHIBITION



Introduction

Thank you for volunteering your valuable time to help our students through the process of exhibition. This is a chance to involve our whole school community in the work our students will be completing. The exhibition is a rewarding experience for our children and all members of our school learning community. The exhibition experience truly exemplifies the attributes of a global-minded person while modeling all the attributes of the learner profile.

The end result of this process is The Exhibition, a presentation to our community by the students of the results of their inquiries. This will be held in the multi- purpose room on _____.

Our school learning community is extremely grateful for your assistance and we know what a tremendously satisfying, and worthwhile learning journey this will be for both students and mentor. We hope this booklet provides some answers and stimulates more questions regarding your role, to be discussed and clarified at our first mentor meeting _____. We appreciate your dedication on our journey through the Exhibition Experience!

Purposes

The Exhibition has a number of key purposes:

- For students to engage in an in-depth, collaborative inquiry
- To provide students an opportunity to demonstrate **independence** and **responsibility** for their own learning
- To provide students with an opportunity to **explore multiple perspectives**
- For students to **synthesize** and **apply** learning of previous years and 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** in the primary to secondary education

Major Features of the PYP

IB Learner Profile

- The aim of the PYP is to develop internationally minded people who exhibit the characteristics of the Learner Profile, people who strive to be: inquirers, risk-takers, thinkers, knowledgeable, communicators, caring, open-minded, reflective, balanced and principled. Students are expected to demonstrate these characteristics as they prepare for The Exhibition.

Essential Elements

The PYP curriculum incorporates five essential elements, each of which are expected to be evident in the Exhibition unit of inquiry.

- **Knowledge** – which is explored in six transdisciplinary themes; for The Exhibition the relevant theme is: _____
- **Concepts** – seven concepts have been identified that have relevance within subject areas but also transcend them; the students within each work group are to follow a line of inquiry related to a different concept.
- **Approaches to Learning** – students are expected to demonstrate the application or development of skills that have been identified as necessary to succeed in a changing, challenging world.
- **Attitudes** – as they proceed through the inquiry process, students are expected to demonstrate the application or development of the twelve PYP attitudes.
- **Action** – students are expected to apply their learning through responsible and authentic action.

Student Work

The students will work within small groups using a range of mediums to record, reflect, and communicate their findings. Each group will be facilitated by a Grade 5 classroom teacher, single subject teachers, and will be supported by the mentors.

The IB stipulates that the exhibition must include:

- Examples of written work in a variety of formats and styles; poetry, reports, persuasive texts
- Oral presentations, individually or in groups, to the school community
- Uses of technology including IT, working models, designs, science experiments
- Performances or compositions in any medium: dance, drama, visual arts, film, video, mixed media

Each group will develop a blog or complete a learning journal that allows them to store, collaborate, and communicate their journey throughout the Exhibition process.

There will be regular reflections on the process of exhibition written by the students. The students will be given prompts and guidance on how to structure the reflections and these will be shared as part of the final product.

It is important that the students see exhibition as **process** based, not **product** based. They will be assessed on their learning journey more than on their final display.

Role of the Mentor

The role of the mentor is chiefly to advise and keep students on track. The mentor should:

- Meet regularly with their group.
- Offer advice on locating resources and using them efficiently.
- Ask questions.
- To provide regular feedback to teacher – facilitator
- Help to understand information found during research.
- Help to organize interviews, telephone calls, any electronic communication, and field trips.
- Provide goal setting and time management advice.
- Be supportive and encouraging.
- Document all mentor meetings by commenting on the Mentor Meeting Record
- Celebrate achievements and successes with the students. ^[L]_[SEP]

The mentor should not:

- Do the work for students.
- Tell the students the direction to take, but instead ask probing questions to help facilitate their inquiry.

Please feel free to ask for help from The Classroom Teacher, Exhibition Group Coordinator or PYP Coach. It is important also that any concerns over lack of progress be reported to the classroom teacher as soon as it is evident.

Mentor- Student Meeting Guidelines and Suggestions

Refer to the Timeline and Checklist documents to assist with explanations during this section.

The mentor will meet with their appointed group once a week at a mutually convenient time. The mentor will assist with the meeting recording using a co-constructed format (examples are attached to this document) – the group may elect to record in a journal, book, or electronically. They will be responsible for the filing and storing of these documents on the groups blog.

It is hoped that the mentor will send a brief email to the exhibition group coordinator following each meeting outlining the following –

- What went well in your mentor meeting today? (Review of progress)
- Any concerns you may have about the group/individuals
- Anything you need the facilitator to know about the direction of the group for the next week
- Any questions/clarification you have or require

INITIALLY - Build a rapport with your students, perhaps explain why you wanted to be involved and find out what the students are interested in.

Have the students explain the Central idea, their lines of inquiry and initial ideas around an action plan. You might like to clarify their understanding of the topic by asking them questions and by discovering what they have already found out about the topic. You may make suggestions for further research.

As the students move along in their inquiry, they should be posing questions and pursuing answers. Check their progress, give them advice, and lead them into directions that will be helpful. Ultimately the students need to ensure their final Exhibition presentation as a group includes the following:

- a. Written work in a variety of formats and styles.
- b. Oral presentations, individually or in groups, to the school community.
- c. Use of technology.
- d. Ways students have taken action to help solve this real-life issue.

Possible Key Questions for Guiding Children's Thinking at Various Stages of the Exhibition

Before the Exhibition Starts

What do you know about the Exhibition?

- How does it work?
- What is your role and responsibilities throughout the exhibition?
- What do I know about the transdisciplinary theme?
- Why would anyone want to be in my inquiry team?
- What difficulties will get in my way with group work?
- What research skills do I need to improve?
- How will I make sure I don't let my team down?
- How am I feeling about the Exhibition? Nervous, excited, scared?
- What expectations do you have for the Exhibition process?
- What Learner Profile attributes would I like to further develop?

Formulating Questions

- What interests us about this subject?
- Why have you chosen this topic?
- What do you already know about the subject?
- Do you have any personal experience or connections with this subject?
- Why is this subject important from a global/local perspective?
- Why is your subject/issue important to our school community?
- What other issues are connected to your subject?
- What actions could be taken that demonstrate your learning and caring about this issue?
- What do others think about the subject?
- Have you seen anything on T.V. or heard others talk about this topic?
- What do you want to find out?
- What do others in the group think?
- Do you have any similarities/ differences?

Planning

- How are we going to find out the answers to our questions?
- Which methods of gathering information will be the most useful?
- Are our methods of gathering information a valid way of answering our questions?
- How will we share the work fairly? i.e. everyone gets to do some hard work and fun work.
- What does our research timeline look like?
- What strategies and agreements do we have as a group when things aren't working?
- Where will we keep our group's work so that everyone can have access to it?

Gathering Information/ Collecting Data

- Which resources are going to be useful/important to our inquiry?
- Including: encyclopedias, books, websites, people, and places.
- What system do we have in place to keep track of our resources we have used?
Including referencing pictures from the Internet etc.
- What do we do when the information is too hard?
- What do we do when we have too much information?
- Who will help us if we need it?
- Who will help us to translate information we may find in any other language?
- If my group needs to arrange a field trip, which people should I speak to? (Head of Primary, PYP Coach, Mentors, Teachers, Office etc.)

Recording Data

- What will be the best way to keep a record of our findings?
- Tables, charts, taped interviews, note-taking, graphs, science reports,
- What will be the best way to organize the data once we have it?

Evaluating Information

- Have we got enough information on our subject?
- Have we explored all the different perspectives on our issue?
- Have we got to the heart of the issue?
- What do we think about it all?
- Do we agree? Disagree? Not sure?

Synthesizing Information

- What were the most important findings?
- Which parts are important to tell to our school community?
- How are different parts connected?

Communicating Information/ Presenting Findings

- Who is the audience?
- How knowledgeable are they about your subject?
- Why is it important that they know about your issue/topic?
- What will be the most suitable ways to communicate our findings?
- Is there a creative way of expressing our findings that will give the audience a chance to interact with our display?
- Is there a way of getting our audience to respond with appropriate actions?

Evaluation Stage Midpoint

- Is the workload being shared fairly? Why? Why not?
- How much time is left?
- Have we met our goals so far?
- Are we finding answers to our questions, or, are the questions changing because we know more now?
- Are our research questions addressing the most important part of the issue?
- Do we need to modify our plan or stick to it?
- Is the team reliable at mentor meetings?
- Is each student keeping a record of the exhibition process in his or her journals?
- Am I displaying the Learner Profile, Transdisciplinary skills and PYP Attitudes?

Reflection

- How did you feel before you started?
- Are you proud of your group's efforts?
- Was your presentation successful?
- Did you enjoy the day?
- What was the most memorable thing?
- What did you learn from other group's presentations?
- What would you do differently if you were given the opportunity to go back and do it again?
- The next time you are asked to plan a research project again, what knowledge, skills and attitudes will you take with you from this exhibition experience?
- Which Learner Profile attributes did you develop and best exhibit during the PYP Exhibition?

Record of Meeting (one example)

MENTOR:	DATE:	STUDENT:
Tasks/research/ discussions etc. completed since the last meeting:		
Meeting Notes:		
To Do List: <i>(before next Mentor meeting)</i>	TASK	PERSON RESPONSIBLE
Mentor feedback/ Comments:		
Next Meeting Date/Time:		

EXHIBITION TIMELINE

Task - To be completed by the end of:	Completed on (Date)	Teacher to check off	Mentor
Week One :			
Introduction to groups - Teachers to meet to discuss groups VTR, Power Point			Come to mentor meeting, _____
Unpack Transdisciplinary Theme, Discuss/Reflect/Create / Write /Revise Central Idea - what makes a good CI before writing a CI Global Issues of Importance			To be done in homeroom- To be done in issue groups with set - students to be able to choose and finalize issue - central idea to be shared and finalized in homeroom(students to do this sharing) To be done by homeroom teacher and take names for the different issues.
Organization, Materials			
Evidence of process created, reflections completed			
Week Two:			
Contact mentor, arrange time for weekly meetings			Reply to group email, organize time for weekly meetings
Key concepts decided for group			
First meeting with mentor			Meet with group, discuss issue, what is next?
Develop lines of inquiry - to be done with individual issue groups			Provide teacher with quick feedback of meeting, concerns and positives
Develop key questions - to be done in individual issue groups			Talk with group about key questions, make sure these will be useful in guiding groups research and action
Evidence of process created, reflections completed			
Week Three :			
Specialists (PE, Art & Music ,Media, FLES)			Talk with group about key questions, make sure these will be useful in guiding groups research and action
Begin research based on key questions			Help with sourcing and suggesting field trips
Research field trips and places to visit			Provide teacher with quick feedback of meeting, concerns and positives
The exhibition groups start			
Meet with mentor			
Evidence of process created, reflections completed (Fridays)			
Week Four:			
Look for, and plan field trip (s)			Help with sourcing and suggesting field trips
Meet with mentor			Look through lines of inquiry
Further understanding through research			Support research, suggest other sources of information
Evidence of process created, reflections completed			Provide teacher with quick feedback of meeting, concerns and positives
Have a plan and reflection of "..."			
Begin recording ideas for action			Ideas for action

Week Five :			
Organize and attend field trip(s) (How would you display this information?)			Support with sourcing and planning field trips
Develop second round of questions if necessary			
Synthesizing information			
Further research			
Run presentations on how to display information etc.			Discuss ideas for display board, including digital
Meet with mentor			
Evidence of process created, reflections completed			
Week Six : _____			
Take action			Discuss and help promote action
Meet with mentor			
Evidence of process created, reflections completed			
Discuss and reflection of display boards /presentation			
Week Seven :			
Complete action plan			Discuss and help promote action
Further work on display boards (Does this display the process?)			Advice and feedback on display board designs
Meet with mentor			
Evidence of process created, reflections completed			
First draft of display boards/presentation planned			
Week Eight:			
Finish off display boards, checking for evidence of process			Support with any last minute issues or needs, help trouble shoot
Practice presenting to an audience, get feedback, make any changes or improvements needed			Give groups an audience, provide helpful feedback on presentations
Complete self, group reflection			
Prepare boards, making sure you are showing process			
Week Nine:			
Finish off display boards, checking for evidence of process			Support with any last minute issues or needs, help trouble shoot
Practice presenting to an audience, get feedback, make any changes or improvements needed			Give groups an audience, provide helpful feedback on presentations
Prepare boards, making sure you are showing process			
Week Ten:			
Assemble and practice exhibition presentation (Presentation skills can be a focus)			
Reflection :Complete self, group reflection			
EXHIBITION!!			Celebrate Learning!

Exhibition Group Assessment Rubric

Title: _____

Central idea: _____

Essential Elements	2 Beginning to Develop	3 Developing Appropriately	4 Developing Strongly
Knowledge	<ul style="list-style-type: none"> Students chose a global or local issue with teacher guidance The lines of inquiry were unclear and did not support the central idea. Students demonstrated limited understanding of the central idea. 	<ul style="list-style-type: none"> Students chose a global or local issue. The lines of inquiry were clear and supported the central idea. Students demonstrated an understanding of central idea. 	<ul style="list-style-type: none"> Students chose a global or local issue that was important to them. Students lines of inquiry were clear, supported the central idea, and led to further inquiry Students demonstrated clear and detailed understanding of the central idea.
Concepts	<ul style="list-style-type: none"> Students developed a limited range of key concept questions and showed them on a key concept map Students chose and justified 1-3 key concepts to guide their inquiry 	<ul style="list-style-type: none"> Students developed key concept questions and showed them on a key concept map Students chose and justified 4-5 key concepts to guide their inquiry 	<ul style="list-style-type: none"> Students developed a wide range of key concept questions and showed them on a key concept map Students chose and justified all key concepts to guide their inquiry
Approaches to Learning Skills	<ul style="list-style-type: none"> With support, students were able to apply and recognize their use of some of the Approaches to Learning skills as indicated in their written, visual products, actions and through their reflections/checklists. Students completed limited research on each of their lines of inquiry. 	<ul style="list-style-type: none"> Students were able to apply and recognize their use of the Approaches to Learning skills as indicated in their written / visual products, actions and through their reflections/checklists. Students have completed research on each of their lines of inquiry. 	<ul style="list-style-type: none"> Students were able to plan for apply and recognize their use of all the Approaches to Learning skills as indicated in their written, visual products, actions and through their reflections/checklists. Students completed clear and detailed research on each of their lines of inquiry.
Attitudes & Learner Profiles	<ul style="list-style-type: none"> Students used some of the language of the learner profiles and attitudes in their written and visual products. Students demonstrated some of the profiles and attitudes in their actions as observed by the mentors, teachers and peers throughout the process. 	<ul style="list-style-type: none"> Students used the language of the learner profile and attitudes in their written and visual products. Students demonstrated the profiles and attitudes in their actions as observed by mentors, teachers and peers throughout the process. 	<ul style="list-style-type: none"> Students used the language of the learner profile and attitudes in their written and visual products. Students planned for and exemplified the profiles and attitudes in their actions as observed by mentors, teachers and peers throughout the process.
Action	<ul style="list-style-type: none"> Students were unable to identify an action from their inquiry. Students attempted an action which only partially addressed their inquiry. Student's action was not fully developed. Purpose of students chosen action was not clearly identified. 	<ul style="list-style-type: none"> Students identified an action from their inquiry. Students developed a plan for action that addressed a need as defined by their inquiry. Evidence of this action is displayed or practiced during the exhibition. Students could identify the purpose of their chosen action. 	<ul style="list-style-type: none"> Students identified an action from their inquiry. Students developed a plan for action that clearly addressed a need as defined by their inquiry. Students action was developed and implemented within the group and was successful in making a difference in the community. Evidence of this action was displayed or practiced during Exhibition.

Approaches to Learning Checklist

Research Skills	Self-Management Skills	Communication Skills	Social Skills	Thinking Skills
<u>Formulating Questions</u> <ul style="list-style-type: none"> I identify something I want or need to know. I ask compelling and relevant questions that can be researched. 	<u>Gross Motor Skills</u> <ul style="list-style-type: none"> I exhibit skills in which groups of large muscles are used and the factor of strength is primary. 	<u>Listening</u> <ul style="list-style-type: none"> I listen to directions. I listen to others. I listen to information. 	<u>Accepting Responsibility</u> <ul style="list-style-type: none"> I take on and complete tasks in an appropriate manner. I am willing to assume a share of the responsibility. 	<u>Acquisition of Knowledge</u> <ul style="list-style-type: none"> I gain specific facts, ideas or vocabulary. I remember in a similar form.
<u>Observing</u> <ul style="list-style-type: none"> I use all the senses to notice relevant details. 	<u>Fine Motor Skills</u> <ul style="list-style-type: none"> I exhibit skills in which precision in delicate muscle systems is required. 	<u>Speaking</u> <ul style="list-style-type: none"> I speak clearly. I give oral reports to small and large groups. I express ideas clearly and logically. I state opinions. 	<u>Respecting Others</u> <ul style="list-style-type: none"> I listen sensitively to others. I make decisions based on fairness and equality. I recognize that others' beliefs, viewpoints, religions and ideas may differ from my own. I state my opinion without hurting others. 	<u>Comprehension</u> <ul style="list-style-type: none"> I grasp meaning from material learned. I communicate and interpret learning.
<u>Planning</u> <ul style="list-style-type: none"> I develop a course of action. I write an outline. I devise ways of finding out necessary information. 	<u>Spatial Awareness</u> <ul style="list-style-type: none"> I display a sensitivity to the position of objects in relation to myself or each other. 	<u>Reading</u> <ul style="list-style-type: none"> I read a variety of sources for pleasure. I comprehend what has been read. I make inferences and draw conclusions. 	<u>Cooperating</u> <ul style="list-style-type: none"> I work cooperatively in a group. I am courteous to others. I share materials. I take turns. 	<u>Application</u> <ul style="list-style-type: none"> I make use of previously acquired knowledge in practical or new ways.
<u>Collecting Data</u> <ul style="list-style-type: none"> I gather information from a variety of first and second hand sources such as maps, surveys, direct observation, books, films, people, museums and IT. I cite my resource 	<u>Organization</u> <ul style="list-style-type: none"> I plan and carry out activities effectively. 	<u>Writing</u> <ul style="list-style-type: none"> I record information and observations. I take notes and paraphrase. I write summaries. I write reports. 	<u>Resolving Conflict</u> <ul style="list-style-type: none"> I listen carefully to others. I compromise. I react reasonably to the situation. I accept responsibility appropriately. I am fair. 	<u>Analysis</u> <ul style="list-style-type: none"> I take knowledge or ideas apart. I separate what I am thinking into component parts. I see relationships. I find unique characteristics.

<u>Organizing Data</u> <ul style="list-style-type: none"> I describe and record observations by drawing, note taking, making charts, tallying, and writing statements. 	<u>Time Management</u> <ul style="list-style-type: none"> I use time effectively and appropriately. 	<u>Viewing</u> <ul style="list-style-type: none"> I interpret and analyze visuals and multimedia. I understand the ways in which images and language interact to convey ideas, values and beliefs. I make informed choices about personal viewing experiences. 	<u>Group Decision Making</u> <ul style="list-style-type: none"> I listen to others. I discuss ideas. I ask questions. I work towards and obtain consensus. 	<u>Synthesis</u> <ul style="list-style-type: none"> I combine parts to create wholes. I create, design, develop and innovate.
<u>Interpreting Data</u> <ul style="list-style-type: none"> I draw conclusions from relationships and patterns that emerge from organized data. 	<u>Safety</u> <ul style="list-style-type: none"> I engage in personal behavior that avoids placing myself or others in danger or at risk. 	<u>Presenting</u> <ul style="list-style-type: none"> I construct visuals and multimedia for a range of purposes and audiences. I communicate information and ideas through a variety of visual media. I use appropriate technology for effective presentation and representation. 	<u>Adopting a Variety of Group Roles</u> <ul style="list-style-type: none"> I understand what behavior is appropriate in a given situation. I act accordingly. I am a leader in some circumstances. I am a follower in other situations. 	<u>Evaluation</u> <ul style="list-style-type: none"> I make judgments or decisions based on chosen criteria. I use standards and conditions.
<u>Presenting Research Findings</u> <ul style="list-style-type: none"> I effectively communicate what has been learned. I choose appropriate media. I demonstrate academic honesty in all that I do. 	<u>Healthy Lifestyle</u> <ul style="list-style-type: none"> I make informed choices to achieve a balance in nutrition, rest, relaxation and exercise. I practice appropriate hygiene and self-care. 	<u>Non-verbal Communication</u> <ul style="list-style-type: none"> I recognize the meaning of visual communication. I recognize the meaning of kinesthetic communication. I recognize and create signs. I interpret and utilize symbols. 		<u>Dialectical Thought</u> <ul style="list-style-type: none"> I think about two or more different points of view at the same time. I understand those points of view. I am able to construct an argument for each point of view based on knowledge of the other(s). I realize that other people can also take one's own point of view.
	<u>Codes of Behavior</u> <ul style="list-style-type: none"> I know and apply appropriate rules or operating procedures of groups of people. 			<u>Metacognition</u> <ul style="list-style-type: none"> I analyze my own and others' thought processes. I think about how I or others think. I think about how I or others learn.
	<u>Informed Choices</u> <ul style="list-style-type: none"> I select an appropriate course of action or behavior based on fact or opinion. 			