David Paterson Elementary School
International Baccalaureate
World School

Every Child, Every Chance, Every Day

Primary Years Programme

The Exhibition Experience

David Paterson School Mission Statement

The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.

David Paterson School Philosophy

The David Paterson School philosophy is to support our students to be inquirers and thinkers through strategic learning engagements that promote student agency and inspire them to be global contributors as 21st century learners.

David Paterson School Motto

Every Child, Every Chance, Every Day!

David Paterson School

🏡 **Exhibition at David Paterson School:** 🏡

The purpose of this document is to provide an overview of our exhibition within our school. It outlines our purpose, principles, and practices.

This "living document" reflects our school's needs and aligns to our mission statement: *The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.*

As members of a school learning community, we will continue to collaborate and review our school exhibition experience as needed.

Philosophy: What are our exhibition beliefs?

We believe at the David Paterson School that the exhibition is an opportunity for our exiting students to demonstrate how they have developed and applied the essential elements of the Primary Years Program through rigorous inquiries. These essential components include:

Knowledge	Conceptual Understandings	Skills	Learner Profile Attributes
• Who we are • Where we are in time and place • How we express ourselves • How we organize ourselves • How the world works • Sharing the planet	• Causation • Change • Connection • Form • Function • Perspective • Responsibility	• Communication • Research • Self-Management • Social • Thinking	• Balanced • Caring • Communicator • Inquirer • Knowledgeable • Open-Minded • Principled • Reflective • Risk-Taker • Thinker

In the final year of the IB PYP program, our exiting students participate in a culminating community event known as the Exhibition. Students demonstrate their learning by engaging in a collaborative transdisciplinary inquiry process. They identify, research, and offer solutions to real-life issues or problems that have meaning to them. As the culminating PYP experience, it is required that the exhibition synthesizes and reflects the essential elements of the Primary Years Program.

The exhibition showcases student agency, where their voice and choice is communicated. All members of our school learning community can participate, support, and celebrate our life-long learners who will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.

The David Paterson School is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from, as proclaimed in New York's plan for Every Student Succeeds Act (ESSA). We have been identified as a school in good standing.

Purpose: **Why is the exhibition important?**	

At David Paterson School, the exhibition is designed and aligned to the guidelines of the International Baccalaureate (IB).

The purpose of the exhibition is to ensure:
- Engagement in an in-depth, collaborative inquiry
- Opportunities to demonstrate student independence and responsibility
- Opportunities to explore multiple perspectives
- Synthesis and application of their learning of previous years
- Action takes place as a result of their learning
- Learner profile attributes are demonstrated
- Transdisciplinary skills are utilized
- Self-assessment and reflection are embedded throughout the PYP Journey
- Members of the school learning community can become a part of the learning process
- Learning is enjoyed, appreciated, and celebrated!

Goal: Using PYP guidelines all exhibitions are student- initiated, student-designed and collaborative showcasing their understanding of the PYP.

Role: Each student will contribute to the exhibition and present individually, partnered, or grouped.

Audience: All members of our school learning community and community partners.

Situation: Students will take action to solve a local, national, or global problem.

Product or Performance: PYP Exhibition (students have opportunities to communicate their message and reflect on their understanding of the PYP essential elements and how their actions can make an impact)

Practices and Process:
What does the exhibition look like?

- Collaborate to develop central idea and lines of inquiry
- What are the student wonderings?
- Designate class time for ongoing inquiries
- Set time frame, timeline and date

Timing the Exhibition

- Designate times to meet with mentors
- How will the members of the school learning community be informed?
- Collaborate with all members of school learning community to determine mentors
- Determine resources or budget required

Learning Community Support

- How have the domains of action including (participation, advocacy, social justice, social entrepreneurship, or lifestyle choices) been addressed?
- What skills and knowledge might the students need to be successful?
- How will the learner profile attributes be demonstrated?
- How will students self-assess and reflect?
- What are the student's goals and success criteria?
- What materials will be used?
- How have the students collaborated?
- How will the students learn best inside and out of school?
- How will the process be documented?

Learning and Teaching

- Reflect on process (journey) of the PYP Exhibition being valued more than the product
- Reflect on areas of strength and areas of improvement for future exhibitions
- **Celebrate learning!**

The Exhibition Experience

At David Paterson School, we believe there are many formats this event can take. For example:
- An interactive display
- A performance
- A debate
- Any combination of the above

Each exhibition should include but not limited to the following:

Written work using a variety of formats and styles	Oral presentations to the school community	Technology	Performances
- Reports - Persuasive texts - Poetry	- Individually - Partners - Groups	- ICT; information and communications technology - Models - Designs - Experiments	- Dance - Music - Drama - Visual arts - Film video - Mixed media

Principles:
What are characteristics of an effective exhibition?

The David Paterson School believes an effective exhibition enables our school learning community to collaborate and communicate, reflect and celebrate in the major elements of the Primary Years program.

We believe that the PYP Exhibition allows:

Students to:	Teachers to:	Schools to:	Parents to:	Mentors to:
• Communicate, understand, think, and express themselves confidently, and creatively throughout the exhibition process • Demonstrate an understanding of the essential elements of the PYP • Use a variety of sources, resources, and strategies • Engage in an in-depth, collaborative inquiry • Demonstrate independence and responsibility for their own learning • Demonstrate academic honesty • synthesize and apply their learning of previous years • Use language that encourages everyone to value and practice cooperation, respect, and empathy • Develop a natural curiosity • Ask questions • Develop essential agreements • Develop and use a rubric to self-assess • Document process • Exercise initiatives in applying skills critically and creatively • Explore concepts, skills, ideas, and issues that have local and global significance • Develop theories and construct meaning as they investigate • Carry out an open-ended inquiry into a real-life issue or problem • Collaboratively plan learning and assessment experiences • Be open-minded with perspectives, values, and traditions of others • Be reflective of their own learning and experiences through their PYP Journey • **Celebrate learning!**	• Be responsible in facilitating communication of students' accomplishments and needs • Support student inquiries • Document the exhibition process • Ensure participation through collaboration • Develop essential agreements • Develop a rubric • Ensure academic honesty • Use language that encourages everyone to value and practice cooperation, respect, and empathy • Evaluate the exhibition process • Provide frequent feedback • Reflect throughout the exhibition process • Ask questions • Understand how actions is a shared responsibility for all stakeholders • **Celebrate learning!**	• Build a sense of community within the school • Model attributes and skills that encourages everyone to value and practice cooperation, respect, and empathy • Reflect upon the necessary time, resources, and materials needed to increase student achievement • Provide collaborative planning sessions to build collective responsibility • Acquire adequate resources and materials for instruction • Inform members of school learning community • Observe, participate, and provide feedback • Communicate the exhibition to members of our school learning community • Ask questions • Understand how actions is a shared responsibility for all stakeholders • **Celebrate learning!**	• Support and develop learning at home through providing opportunities to explore, listen, read, and discover • Ask questions • Model attributes and skills that encourages everyone to value and practice cooperation, respect, and empathy • Encourage their children to persevere • Participate at school events that celebrate our diverse community • Engage in future planning, goals, and success • Reflect upon support for student achievement and collaboration with educators • Understand how actions is a shared responsibility for all stakeholders • Be a part of the learning process • **Celebrate learning!**	• Help students set goals • Guide students • Ask questions • Suggest resources • Support and develop learning through providing opportunities to explore, listen, read, and discover • Encourage students to persevere • Reflect upon support for student achievement and collaboration with educators • Meet regularly • Understand how actions is a shared responsibility for all stakeholders • Be a part of the learning process • **Celebrate learning!**

EXHIBITION ESSENTIAL AGREEMENTS

At David Paterson School we agree to:

1. To be **balanced** by:
   - Making good use of time both in and out of school to ensure that I can do everything I need to do

2. To be **caring** by:
   - Showing compassion and respect
   - Being helpful to others

3. To **communicate** by:
   - Listening, speaking, viewing, and or writing in a respectful and constructive way

4. To be an **inquirer** by:
   - Being curious and asking a variety of questions to find out the answers

5. To be **knowledgeable** by:
   - Exploring concepts, issues and ideas that have local and global significance
   - Solving problems appropriately when they arise

6. To be **open-minded** by:
   - Listening to other people's perspectives, ideas, wonderings and thoughts

7. To be **principled** by:
   - Acting with fairness and honesty
   - Being respectful for other people and communities
   - Completing all the work needed for my exhibition

8. To be **reflective** by:
   - Knowing my strengths and weaknesses
   - Thinking about what I am doing and why
   - Making changes that may be needed as I go along

9. To be a **risk-taker** by:
   - Exploring new ideas and roles
   - Taking appropriate action and using a variety of skills to accomplish my project

10. To be a **thinker** by:
    - Making connections to what I already know
    - Learning new information
    - Sharing and using what I learned
    - Putting information together to create something new
    - Constructing questions that will engage myself and others

Documents, resources and rubrics were used from the following :

From Principles into Practice IB 2018, Mildred Helms Elementary IB World School, Utahloy International School, International School of Belgrade, Suzhou Singapore International School

Exhibition Rubric			
Essential Elements	**2 Beginning to Develop**	**3 Developing Appropriately**	**4 Developing Strongly**
Knowledge	▪ 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.	▪ 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.	▪ 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	▪ Students developed a limited range of key concept questions ▪ Students chose and justified 1-3 key concepts to guide their inquiry	▪ Students developed key concept questions ▪ Students chose and justified 4-5 key concepts to guide their inquiry	▪ Students developed a wide range of key concept questions ▪ Students chose and justified all key concepts to guide their inquiry
Approaches to Learning Skills (See checklist)	▪ 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.	▪ 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.	▪ 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.
Attributes of the Learner Profiles	▪ Students used some of the language of the learner profiles in their written and visual products. ▪ Students demonstrated some of the learner profiles in their actions as observed by the mentors, teachers, and peers throughout the process.	▪ Students used the language of the learner profile in their written and visual products. ▪ Students demonstrated the learner profiles in their actions as observed by mentors, teachers, and peers throughout the process.	▪ Students used the language of the learner profile in their written and visual products. ▪ Students planned for and exemplified the learner profiles in their actions as observed by mentors, teachers, and peers throughout the process.
Action	• Students attempted an action which only partially addressed their inquiry. • Student's action was not fully developed. • Evidence of this chosen action was not clearly displayed or practiced during the exhibition.	• Students developed a plan for action that addressed a need as defined by their inquiry. • Students could identify the purpose of their chosen action. • Evidence of this action was displayed or practiced during the exhibition.	• Students developed a plan for action that clearly addressed a need as defined by their inquiry. • Student's action was developed and implemented and was successful in making a difference in the community. • Evidence of this action was clearly displayed or practiced during Exhibition.

Approaches to Learning Checklist

Research Skills	Self-Management Skills	Communication Skills	Social Skills	Thinking Skills
Formulating Questions • I identify something I want or need to know. • I ask compelling and relevant questions that can be researched.	**Gross Motor Skills** • I exhibit skills in which groups of large muscles are used and the factor of strength is primary.	**Listening** • I listen to directions. • I listen to others. • I listen to information.	**Accepting Responsibility** • I take on and complete tasks in an appropriate manner. • I am willing to assume a share of the responsibility.	**Acquistion of Knowledge** • I gain specific facts, ideas or vocabulary. • I remember in a similar form.
Observing • I use all the senses to notice relevant details.	**Fine Motor Skills** • I exhibit skills in which precision in delicate muscle systems is required.	**Speaking** • I speak clearly. • I give oral reports to small and large groups. • I express ideas clearly and logically. • I state opinions.	**Respecting Others** • 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.	**Comprehension** • I grasp meaning from material learned. • I communicate and interpret learning.
Planning • I develop a course of action. • I write an outline. • I devise ways of finding out necessary information.	**Spatial Awareness** • I display a sensitivity to the position of objects in relation to myself or each other.	**Reading** • I read a variety of sources for pleasure. • I comprehend what has been read. • I make infrences and draw conclusions.	**Cooperating** • I work cooperatively in a group. • I am courteous to others. • I share materials. • I take turns.	**Application** • I make use of previously acquired knowledge in practical or new ways.
Collecting Data • 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 resources.	**Organization** • I plan and carry out activities effectively.	**Writing** • I record information and observations. • I take notes and paraphrase. • I write summaries. • I write reports.	**Resolving Conflict** • I listen carefully to others. • I compromise. • I react reasonably to the situation. • I accept responsibility appropriately. • I am fair.	**Analysis** • I take knowledge or ideas apart. • I separate what I am thinking into component parts. • I see relationships. • I find unique characterisitics.
Organizing Data • I describe and record observations by drawing, note taking, making charts, tallying, and writing statements.	**Time Management** • I use time effectively and appropriately.	**Viewing** • 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.	**Group Decision Making** • I listen to others. • I discuss ideas. • I ask questions. • I work towards and obtain consensus.	**Synthesis** • I combine parts to create wholes. • I create, design, develop and innovate.

Interpreting Data	Safety	Presenting	Adopting a Variety of Group Roles	Evaluation
• I draw conclusions from relationships and patterns that emerge from organized data.	• I engage in personal behavior that avoids placing myself or others in danger or at risk.	• 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.	• 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.	• I make judgments or decisions based on chosen criteria. • I use standards and conditions.
Presenting Research Findings • I effectively communicate what has been learned. • I choose appropriate media. • I demonstrate academic honesty in all that I do.	**Healthy Lifestyle** • I make informed choices to achieve a balance in nutrition, rest, relaxation, and exercise. • I practice appropriate hygiene and self-care.	**Non-verbal Communication** • I recognize the meaning of visual communication. • I recognize the meaning of kinasthetic communication. • I recognize and create signs. • I intrepret and utilize symbols.		**Dialectical Thought** • 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.
	Codes of Behavior • I know and apply appropriate rules or operating procedures of groups of people.			**Metacognition** • I analyze my own and others' thought processes. • I think about how I or others think. • I think about how I or others learn.
	Informed Choices • I select an appropriate course of action or behavior based on fact or opinion.			

As a global minded learner, I need to model certain attributes in order for our Exhibition to be successful.

I agree:

1. To be **balanced** by:
   - Making good use of time both in and out of school to ensure that I can do everything I need to do

2. To be **caring** by:
   - Showing compassion and respect
   - Being helpful to others

3. To **communicate** by:
   - Listening, speaking, viewing, and or writing in a respectful and constructive way

4. To be an **inquirer** by:
   - Being curious and asking a variety of questions to find out the answers

5. To be **knowledgeable** by:
   - Exploring concepts, issues and ideas that have local and global significance
   - Solving problems appropriately when they arise

6. To be **open-minded** by:
   - Listening to other people's perspectives, ideas, wonderings, and thoughts

7. To be **principled** by:
   - Acting with fairness and honesty
   - Being respectful for other people and communities
   - Completing all the work needed for my exhibition

8. To be **reflective** by:
   - Knowing my strengths and weaknesses
   - Thinking about what I am doing and why
   - Making changes that may be needed as I go along

9. To be a **risk-taker** by:
   - Exploring new ideas and roles
   - Taking appropriate action and using a variety of skills to accomplish my project

10. To be a **thinker** by:
    - Making connections to what I already know
    - Learning new information
    - Sharing and using what I learned
    - Putting information together to create something new
    - Constructing questions that will engage myself and others

If I need to be reminded twice that I am not being a responsible team member, I will accept the consequences of setting up a conference with my parents and mentor to formulate a plan to help make me a responsible member of the exhibition team.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____