

Primary Years Programme Exhibition Workshop Los Angeles, CA January 19-21, 2013



Welcome!

- DJ and Karen welcome you!
- Please wear your badges at all times.
- Contact Information:

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DJ Thompson [dj.thompson72@gmail](mailto:dj.thompson72@gmail.com)

Session 1

8:45- 10:15am

- Welcome!
- As you arrive, please create a poster with the following information:

1. Name and School
2. School role/number of years teaching PYP
3. Number of exhibitions you/your school have done
4. Favorite Unit of Inquiry and why this is your favorite
5. Examples of authentic action that came from a unit of inquiry
6. Expectations of the workshop

Marshmallow Challenge

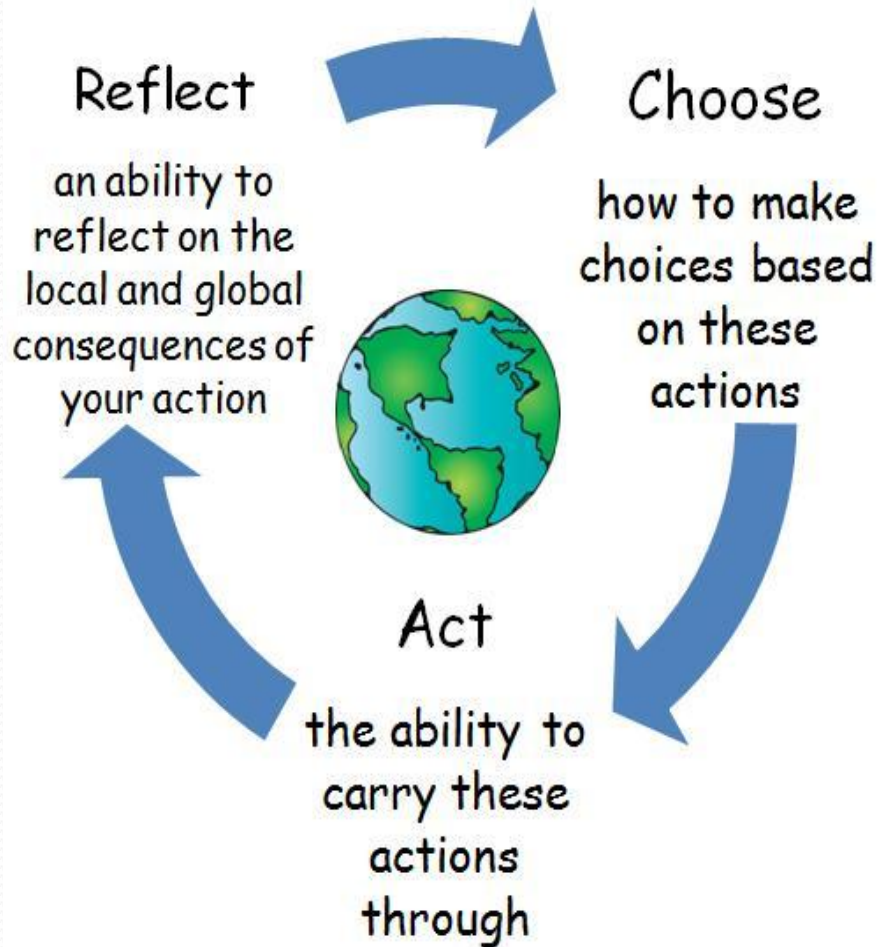
- In groups of four, create the tallest free standing structure you can that supports a marshmallow.
- You have 18 minutes to complete.
- Your supplies are:
 - 20 sticks of spaghetti
 - 1 yard of tape
 - 1 yard of string
 - 1 marshmallow (that must be on top)

“Build a tower, build a team”

Video- Tom Wujec: Ted Talk

- In what way does this video relate to the teams we work in at school?
- How else might the video relate to teaching in the PYP?

“Build a tower, build a team”



- That “ta-da” moment is like our summative tasks/ Exhibition day.
- Prior to embarking on Exhibition, we need “prototypes” or a learning toolbox to test our methodology- this is our formative assessment.
- We must all take an active role in the process of teaching and learning.

Wear two hats

- One as a learner



- One as a teacher





The Inquiry Stance

Open - Welcoming ideas, even conflicting ones

Wondering - Being playful with words and ideas

Committed - Actively involved

Engaging of others - Building on each others' utterances-
agreeing/disagreeing with own ideas and ideas of others-
reshaping understandings/ misunderstandings

Supportive of own and others' ideas - Offering
evidence and opinions- constructing from own understanding

Essential Agreements and Housekeeping



JUST IN CASE WE FORGOT SOMETHING...

- ↳ **Be on time**
- ↳ **Limit side conversations**
- ↳ **Turn off/silence cell phones** (Even if you are expecting Obama to call you to say they need you to proofread the new education policies!!!)
- ↳ **Engage with others**
- ↳ **This is an excuse to talk and talk about things and unravel all those loose ends in our heads**

What you put in is what you'll get out!

BURNING QUESTIONS WONDER WALL

Any burning questions??? Post them on the
“WONDER WALL”

“Toolbox” We will post strategies we use
during the workshop.



REMEMBER TO WANDER AND WONDER!

WORKSHOP SESSION TIMES

Day 1		Day 2		Day 3	
7:00-8:00	Breakfast	7:00 – 8:00	Breakfast	7:00 – 8:00	Breakfast
8:00 to 8:30	General Session	8:15 to 9:45	Session 5	8:15 to 9:45	Session 9
8:30 – 8:45	Break	9:45 – 10:00	Break	9:45 to 10:00	Break
8:45-10:15	Session 1	10:00 – 11:30	Session 6	10:00 to 11:30	Session 10
10:15-10:30	Break	11:30 to 12:30	Lunch		
10:30- 12:00	Session 2	12:30 to 2:00	Session 7		
12:00– 1:00	Lunch	2:00 to 2:15	Break		
1:00 a 2:30	Session 3	2:15 a 3:45	Session 8		
2:30- 2:45	Break				
2:45 -4:15	Session 4				

Key Understanding

Developing an understanding of who we are enables us to collaborate and work together more effectively.



Overview of the workshop

Purposes of this workshop

- Understand the purpose of the PYP exhibition
- Review the new Exhibition Guidelines and Standards
- Consider different exhibition models and ways of organizing the exhibition process
- Share exhibition experiences
- Consider assessment of the exhibition and the exhibition as an assessment tool
- Develop an action plan to successfully implement the Exhibition in our schools

Objectives:

- The exhibition is a culminating learning experience that reflects the major features of the programme and requires each student to demonstrate engagement with the five essential elements.
- The exhibition provides PYP students with the opportunity to synthesize their learning and reflect on their journey through the PYP.
- Throughout a student's time in the PYP, all teachers in a school have a role to play in contributing to the learners' understanding of the programme.
- Through engagement in an in-depth inquiry about local/global issues, students are able to choose appropriate action.
- As a self-initiated inquiry, the exhibition becomes more significant to the students when they are empowered to lead the learning.

Objectives:

- The inquiry process can be supported by both primary and secondary resources
- By accessing and critically analyzing primary and secondary sources, students develop perspectives that allow them to substantiate inquiry.
- The exhibition is a highly collaborative process that leads to a student's conceptual understanding of the issue they are exploring.
- There is a range of IB PD to enhance an understanding of the PYP elements in the Exhibition.

What is our goal?



Action!

Identifying our goals

Conveyer Belt:

- Each group will receive a chart paper and marker.
- Under your heading, ask any burning questions that you may have.
- We will rotate the papers around the room
- Topics: Purpose of Exhibition, Essential Features of Exhibition, Roles of Exhibition, Organizing the Exhibition, Staging the Exhibition
- Resources and ICT

BREAK TIME:

- Break
- See you back at 10:30!



PYP Exhibition – An Overview from One School

- What is Exhibition?
- The best parts?



What is the purpose of the exhibition?

- What is the purpose of the PYP exhibition?
 - PRB page 15
- The thing that most attracts you to the exhibition.
- The thing that most frustrates you about the exhibition

Link to Standards

Read through the new Standards and Practices and highlight any that refer to the PYP Exhibition.
(Organization and Curriculum)

(PRB p. 32- 42)

How is the Exhibition different from a unit of inquiry?

PRB page 15 - 16

➤ Review **Essential features of the Exhibition**

➤ **Highlight** those practices which are different to those expected of a unit of inquiry

The Planner

- Go to the Planner Template -
- With a partner, try to locate the Essential Elements in the planner (Concepts, Knowledge, Skills, Attitude, Action)

Lunch Break

- Enjoy your lunch. We will see you back here at 1:00.
- Please take all your things.
- After lunch, please sit at a new table.
- We will begin with a video on the exhibition process



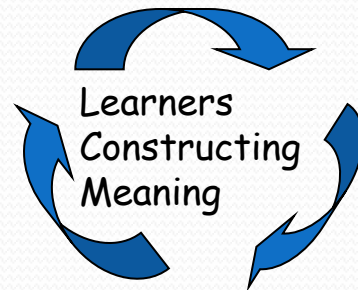
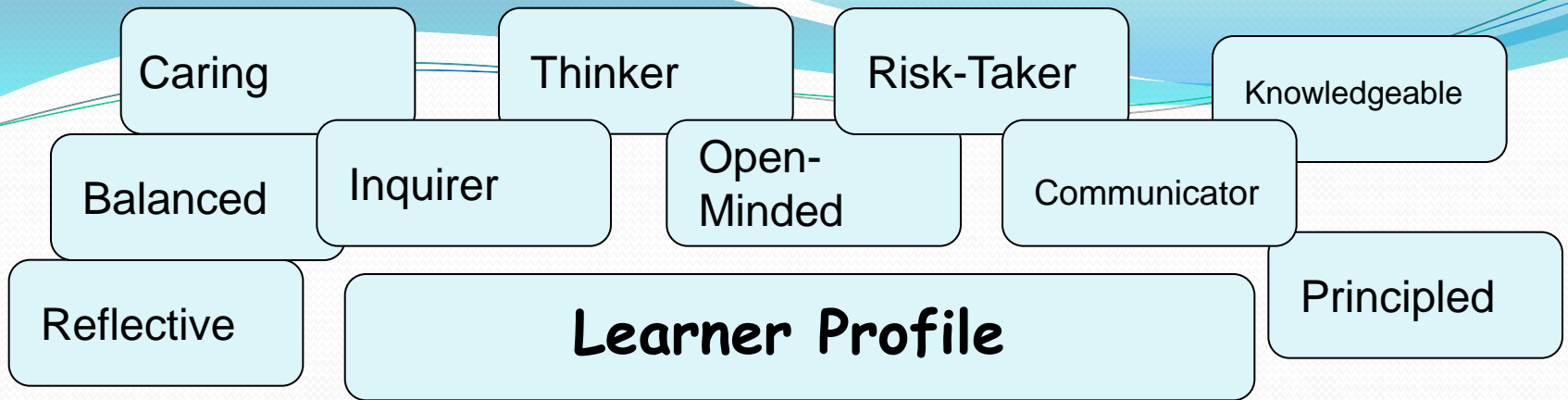
Welcome Back!

- Please do not get too comfortable and we will be re-grouping!
- Video Provocation

Nickelback- “If everyone cared”

Essential Elements Review

- Review the Essential Elements located on pages 69-86.
- Discuss and Create an original Visual of the Written Curriculum making sure all of the five essential elements are represented. –Consider: Why is each element is important for the Exhibition? How are the elements connected?
- Be prepared to present to the group in 20 minutes.



<p><u>Concepts</u></p> <p>Form Function Causation Change Connection Perspective Reflection Responsibility</p>	<p><u>Knowledge</u></p> <p>Who We Are Where We Are in Place and Time How We Express Ourselves How the World Works How We Organize Ourselves Sharing the Planet</p> <p style="color: red; text-align: center;">Programme of Inquiry</p>	<p><u>Skills</u></p> <p>(Transdisciplinary) Social Communication Research Thinking Self-Management</p> <p style="color: red; text-align: center;">Stand Alone</p>	<p><u>Attitudes</u></p> <p>Appreciation Commitment Confidence Co-operation Creativity Curiosity Empathy Enthusiasm Independence Integrity Respect Tolerance</p>	<p><u>Action</u></p> <p>Choose Act Reflect</p>	<p><u>Effective Teaching Practices</u></p> <p>Inquiry Constructivism Collaborative Planning Collaborative Reflection</p>	<p><u>Assessment by Self Peers Teachers</u></p> <p>Formative Summative Formal Informal Public Criteria</p>
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Key Understanding

In the final year of the programme, all students complete a programme-specific project that allows them to demonstrate a consolidation of their learning, in the case of the PYP and MYP, and to demonstrate the extension and development of their learning in the Diploma Programme.

Key Understanding

The exhibition is a culminating learning experience that reflects the major features of the programme and requires each student to demonstrate engagement with the five essential elements.

DEAR Time

- Kath Murdoch article: Pages 96 -99
- Read and highlight
- At your tables discuss the article and together finish this sentence:

The MOST important thing to remember about student roles is....

Share at your table groups-one person talks, group listens-

Construct one main important thing to remember to share out.

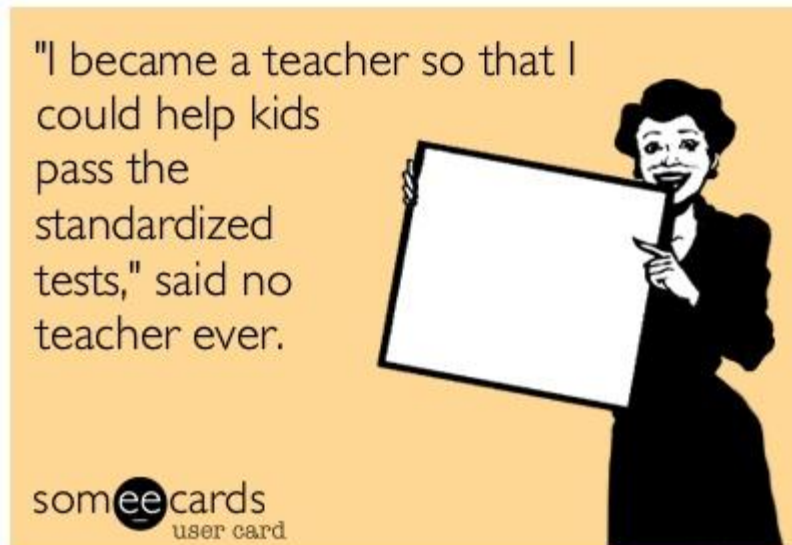
Break

- We will see you back here at 3:00

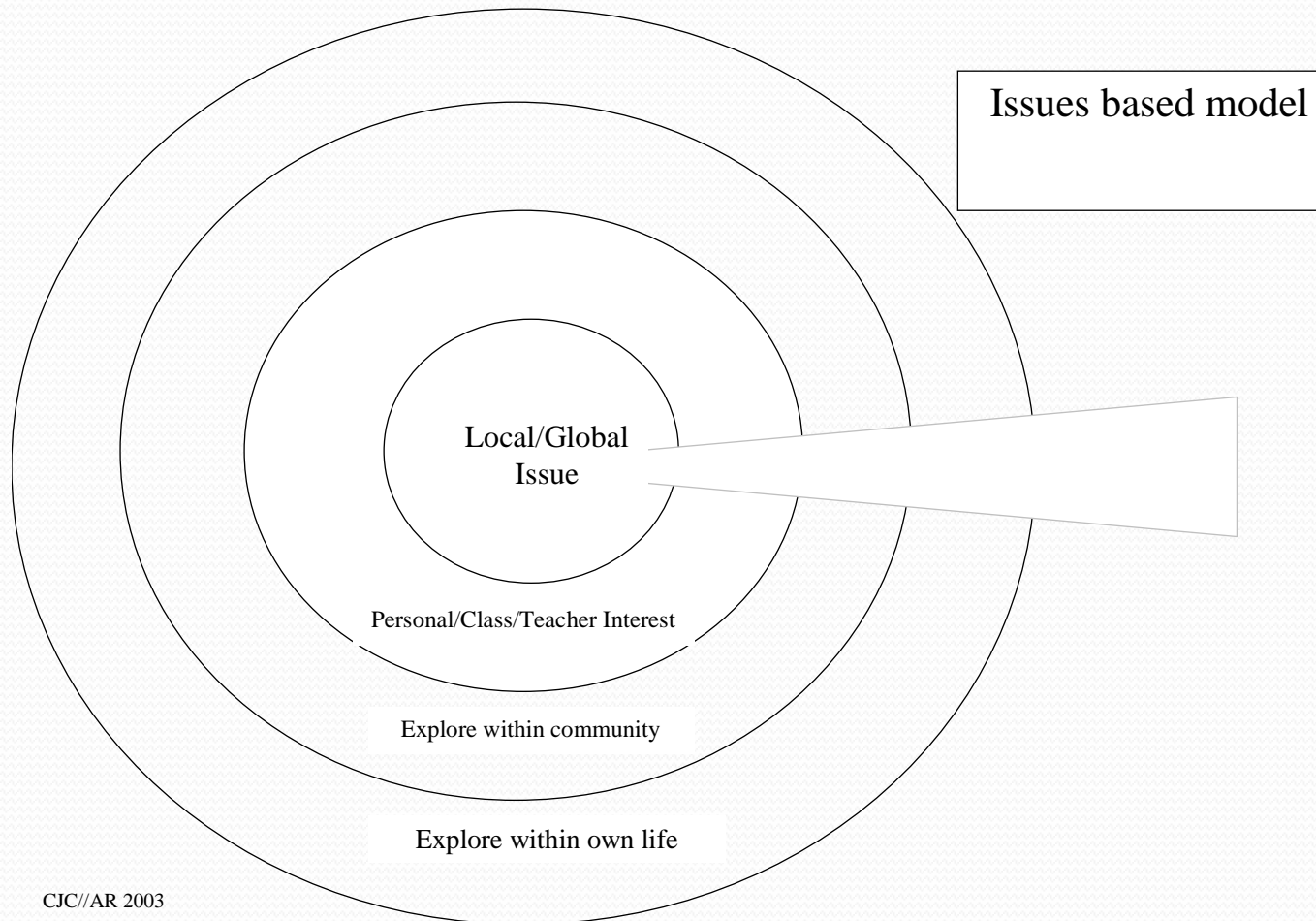


How can we ensure the exhibition is meaningful to students?

The story of two schools' attempts to help students make meaningful connections within the exhibition.



Making meaningful connections



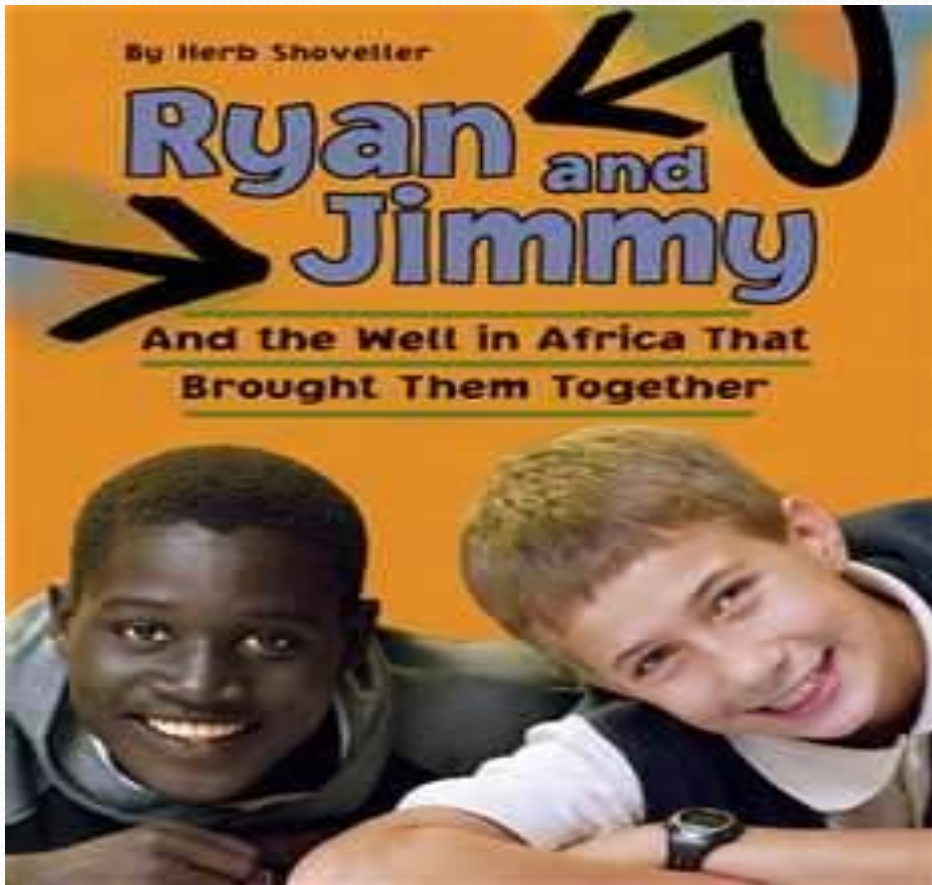
The Deforestation Group Model



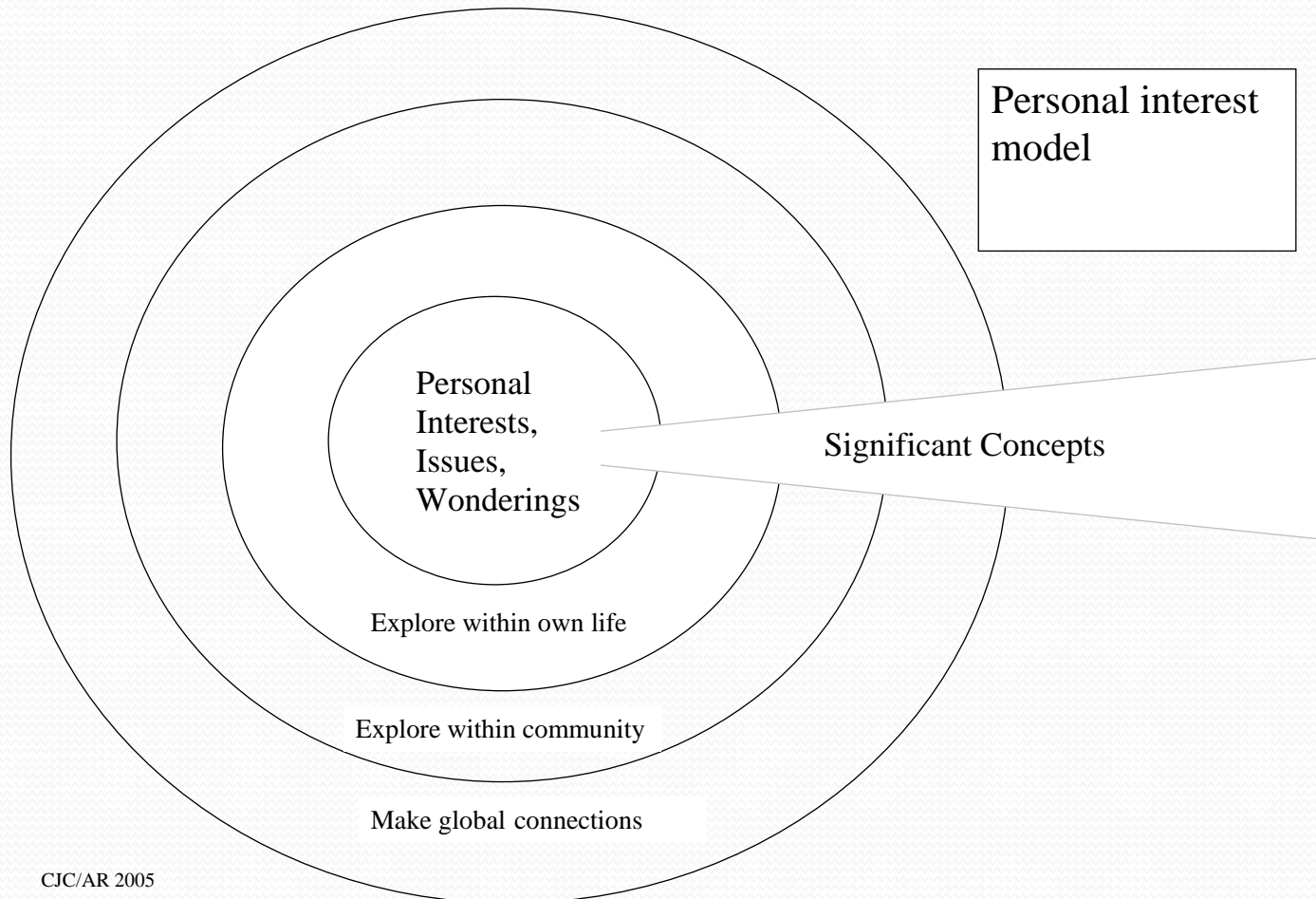
The World Hunger Group sharing with First Graders



Human Rights and Scarcity of Water



Making meaningful connections



Sports Technology



“Student Hat Time”

- Look at today’s newspaper
- Find an article that engages you related to a local issue.
- Share your articles with your table and discuss your personal connection to it.
- At your table, choose one article to explore further.
- DJ’s Diamond of Inquiry
- Create your own Diamond –using the model
- Gallery Walk



Ticket out the door:

- On a post-it note, please give us two stars and a wish for tomorrow.
- Thanks for a great day!



PYP Exhibition

Day 2

- Please take some time to complete your Diamond of Inquiry.
- We will have a gallery walk soon!

One School's Example...

Student-led in-depth inquiry

- 1) Use the table below to brainstorm local issues (with/without global significance) that would fit under each one of the transdisciplinary themes.
- 2) Narrow your focus to one issue
- 3) Develop key concept questions about that issue
- 4) Think about actions that your students may come up with that would be related to the issues you've brainstormed. The action component of the exhibition is student-generated, so you may be surprised with some of the ideas your students come up with.

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the Planet
LOCAL ISSUES						
ISSUE CHOSEN						
KEY CONCEPT QUESTION(S)						
POSSIBLE ACTIONS THAT STUDENTS COULD COME UP WITH						

Criteria for an Exhibition topic

- Significant and relevant
- Real-life issue or problem
- Lends itself to open-ended inquiry
- Lends itself to local research
- May have global significance-relevant to children in other parts of the world

Key Understanding

There is a range of acceptable ways to group students for participation for the Exhibition.

2 Stars and a Wish

Stars

- Re-grouping strategies
- Balance between reading/ listening/ active learning
- Seeing videos
- Sharing experiences and “dropping in” to groups to answer specific questions.
- Diamond activity

Wishes

- Answering questions on the wall
- More examples
- Timelines
- Step by step instructions
- Student journals/ Mentor packs
- Guidance on creating C.I.'s
- Keeping us on track and moving forward

Other roles in the Exhibition:

- Number yourselves off into groups of 6.
- We will assign a specific role for you to take on.
- Read about your role on pages 17-19 of PRB.
- 1. Students
- 2. Teacher
- 3. Parents/guardians
- 4. Coordinator/admin
- 5. Other teachers/support staff
- 6-Mentors

Circle of Viewpoints Routine

You must take on the perspective of your role/ character.

1. “I am thinking of the exhibition from the point of view of.....(your role).
2. “I think... about the exhibition.” (*Be an actor, take on the character of your viewpoint*)
3. “A question I have (*from my viewpoint*) is... ?

With your table group create skit that presents a POV from your character and specifies the role in Exhibition.

Break

- Please be back at 10:00
- “A football exhibition” – The TMB Panyee FC

Role of mentors

Mentor Experts

- Reading
- Resources
- Community
- Proof read
- Creativity
- Etc.

Assigned mentor

- Help throughout one project / student

Flexible mentor

- 'first aid' jumps in where needed

Wrapping-Up

- What are some new perspectives you have gained around the Roles of the Exhibition?
- What new questions do you have?
- Sample power points from other schools-how to share information with parents, mentors, students, community?

Lunch

- Be back here at 12:30
- Please, sit with your school group.
- After lunch: “Landfill Harmonic”

Organizing the Exhibition

- Read the section Organizing the Exhibition (PRB p. 19)
- Thinking about the various roles (Teachers, Parents, PYP Coordinator, Principals)
 - What needs to be done?
 - Who is responsible?
 - When?

Create a chart with three categories outlining 1:What?
2. When? 3. Who?

Things to consider...

- Determine **timeline** using backward design
- Determine **logistics** – groupings, who will be involved (mentors or not?), space for staging, costs, resources, booking
- **Inform** whole school community – other teachers/ admin., students and parents, board, community
- **Keep records** of teacher collaboration and reflection

Exhibition Timeline

Date	Students	Parents	Mentors	Teachers	Coordinator
Aug. or Sept.				Decide on Transdisciplinary Theme and Central Idea (if applicable). Build planner. Plan on when to inform parents of Exhibition.	Work with team to decide on meeting dates for meeting with classes, and team (at least 4). Present Exhibition timeline to teachers for feedback.
Oct.			Teachers and Coordinators meet with Mentors.	Meet with mentors	Set Exhibition date and reserve cafeteria.
Nov.	Introduce Exhibition to students. Develop lines of inquiry. Identify exhibition issues. Choose general topic/line of inquiry/concept questions. Establish work groups. Begin reflection journal.	Send home information to parents regarding the Exhibition. Parent mentor volunteers sign up.		Assign mentors to groups. Planning day for teachers.	Introduce the Exhibition to students. Coordinate information and sign up for parents.
Dec.	Reflection upon meeting with mentor.		Meet with student groups.		
Jan.	Build resources. Begin research.		Meet twice/week with students.		Evening workshop with parents
Feb.	Written work complete and the end of the month.		Mentors check written work twice.		
Mar.	Technology work				Send invitations to school community.
April	After state testing, creativity component. Prepare presentation component and performances.		After state testing, meet with student groups three times/week.		
May	Present Exhibition. End of Exhibition – Self Assessment	Reflection	Reflection	Reflection – assessment form and blank planner for next year.	Prepare reflection pieces.

Timeline Examples

EXHIBITION 2011 STUDENT CHECKLIST

Name: _____ Class: _____

TASK	DATE	CHECK
Starting exploration: area of investigation they are interested to pursue, possible real-life issues or problems to be investigated		
Students decide on issues independently around 'What Matters To Me' then make up groups based on interests		
Groups are organized based on issues-'What Matters To Me'		
Identify the aims of the inquiry, pose questions that help to define the central idea and to decide upon the lines of inquiry		
First meetings of mentors/students week		
Groups have finalised their group planner and Assessment rubrics		
Identify and select appropriate resources/Gathering of information		
Information complete		
Working on the exhibition: Students work on all 3 parts of their presentation-written, artistic and science/technology		
First plan of the exhibition		
3 major components must be essentially completed!		
Exhibit in place All ready- rehearsal only		
Showing other students the exhibition (theatre for the day)- timetabled to meet with a certain group and used to rehearse Other classes do a 'walk through'		
'Iron Out Problems'		
Afternoon of the Exhibition		
Assess the whole process and reflect upon the achievement		

The BIG DAY!

*There is all the difference in the world
between having something to say and
having to say something.*

John Dewey

Read over page 21 and review the information on staging the exhibition.

Staging the Exhibition

MUSTS:

“It is a requirement that the exhibition is shared with members of the wider school community. There are many formats a sharing event could take, for example, an interactive display, a performance, a debate or a combination of formats.” (PRB p. 21)

Shoulds:

- Examples of written work in a variety of formats and styles
- Oral presentations (individually or in groups)
- Use of technology including ICT, working models, designs, science experiments
- Performances or compositions in any medium

Break – 2:00 – 2:15



What Drives the Exhibition?

- Inquiry Driven
- Think about the planner and the inquiry cycle you are familiar with.

Why do we call it an inquiry “cycle” ?

Different versions?

How are the different cycles the same?

How do the cycles connect to the exhibition?

Make connections to the planner

Mini-Exhibition

- In groups, you will be exploring a topic that you would like to inquire more about in regards to exhibition.
- It could be:
 - a burning-question we have yet to answer
 - A personal area of interest
 - A specific topic (ex. Action, Assessment, ICT, Inquiry models, Communication to Parents, Staff, Community, etc.)
- What issues or topics about the Exhibition do you think you might like to explore?
- What is relevant in your lives as Exhibition teachers?

PYP Exhibition in the OCC

A major resource for you and your journey is the OCC.

- Go to exhibition or Library-exhibition
- School Code: 000044
- User Name: LA011913
- Password: 52646

Mini-Exhibition Planning

Spend some time thinking about our own Mini-Exhibition sharing

- Who will you collaborate with?
- What is the central idea or big understanding you want our audience to walk away with?

Mini Exhibition

- Exhibition Groups:
- You will present this information Monday
- Central Idea:
- Lines of Inquiry:
- Key Concepts: Write at least three questions using at least three key concepts to help drive research.
- DO not start thinking about definite action/presentation parts yet-you need to do research first!!!!

Assessment for Mini Exhibition

- Length of Presentation? (Minimum of 5 minutes/Max of 10 minutes)
- Must adhere to the requirements of “Staging an Exhibition” from the Exhibition Guidelines (PRB. P. 21)

Compass points

When thinking about our next two days...

1. E= Excited

What excites you about this idea of proposition? What's the upside?

2. W= Worrisome

What do you find worrisome about this idea of proposition? What's the downside?

1. N= Need to know

What else do you need to know or find out about this idea of proposition? What additional information would help you to evaluate things?

1. S= Stance or suggestion for moving forward

What is your current stance or opinion on the idea or proposition?
How might we move forward in your evaluation of this idea or proposition?

Your Turn

- Students may help create the assessment rubric.
- For our mini exhibition, what requirements should we set for the groups. Think of time limits, must vs. should, etc.

Reflecting

- How is your thinking about the Exhibition changing?
 - Use the Used to Think/Now I know Model to record your thoughts.

Homework: Finish any last minute preparations for the mini-exhibition.

Exit Slips –turn in the I used to Think/Now I know-Or Two Plusses and Wish.

Headlines

- Write a newspaper headline that summarizes something you have learned about Exhibition.

Exit Slips

- Are there any burning questions you need answered by tomorrow?
- Do you have any other feedback about the day?

Need more visual representations

Two minute discussions-quick

Address some of the questions and comments from the inner journeys

Need more wait time-private reflections-need more processing time

Presentations-not always a board-choice based on student interest, strengths-they do not need to do two things-the process is important.

Exit Cards

- One thing you are going to **START** doing
- One thing you are going to **STOP** doing
- One thing you are going to **KEEP** doing

- Any other feedback (optional)

Welcome to Day 3

- Assessment
- Time to work on Exhibition
- Sharing
- School Code: 000044
- User Name: LA011913
- Password: 52646



Assessing the exhibition

Exhibitions are the best way to measure learning because they put the kids right in the midst of their learning.

Dennis Littky

Assessing the exhibition

- Assessing individual student exhibition
 - The process
 - The product



Planning the assessment

- What will the summative assessment for students be for this year's exhibition?
- **How might parents and other visitors be invited to assess the exhibition using given criteria?**

Summative assessment

Students may be assessed on

- the quality of thinking (journal entries)
- the quality of the research, ability to self manage time and materials, social and communication skills, independence (Exhibition binders)
- the authenticity of their interest and ability to follow through independently, connections made to a wider issue, actions taken as a result of learning and the relevance of content selected for display (final products and presentations)

Some schools ask mentors to help assess the final products and presentations using a common set of prompts and an assessment rubric.

Some schools the mentors provide feedback on the process, but not the presentations

Assessing the Exhibition

Must

- Page 16
- It must include ongoing and rigorous assessment of the exhibition process; this assessment should take two forms: firstly, ongoing assessment of each individual student's contribution to and understanding of the exhibition; secondly, a summative assessment and reflection on the event itself.

Assessment of student learning

- **There is ongoing assessment of each student's contribution to and understanding of the exhibition**
- **A range of assessments should be developed with students**
- **Students should carry out self assessment and peer assessment**

Mini-Exhibition

- Time to complete, set up/practice (You will need to keep your presentations to under 10 minutes.)

Differentiation – If your group is ALL set-

options: Add another component-technology/performance/practice etc.

OR Read over the Academic Honesty in the back of the book

OR Review/Read books/samples from the table

Or explore the OCC – e-library – sample planners/edmodo

Exhibition Sharing – 10:00-11:00

Break – 9:45-10:00

Schedule: Constance and Ted(Language-Table); Candice and Group(OCC-up Front); Jere and Group (Inquiry Cycle-Wall); Cindy and Renee (powerpoint-up Front); Taren and Irene (powerpoint); IB Online Resources (up Front); Spiral of Inquiry (table); Ending with a Bang – Front

Peer Assessment – look for presentation within the time limit and staging used-written work, oral presentation, technology and/or “art component.”

Reflection on the Mini-Exhibition

- As with any inquiry there will be times when it seems that students are not being very productive.
- Sometimes there will be a lot of discussion and thought but this will not result in anything that can be seen.
- Students and adults need time and space to wonder about things and consider their plans.
- **This is why we place so much emphasis on the formal and informal conversations during the process. They will show the understanding of concepts and application of skills (e.g. problem solving) more than the final product.**

Closing Circle

- Create a metaphor or simile about exhibition.

Thank You and Safe Travels!

Please feel free to contact us with any further questions you may have:

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