



Mt Eliza North PS  
IB World School



## Exhibition Information for Mentors 2009

### What is the IBPYP Exhibition?

In the final year of the IB program, students participate in a culminating project known as the Exhibition. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues.

Through this inquiry they will also manage their time, research, proactively work with mentors, take appropriate actions, communicate their findings, assess their tasks and **CELEBRATE** their learning.



### Transdisciplinary Theme HOW THE WORLD WORKS?

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

## The PYP 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 synthesise and apply learning of previous years and to reflect upon their journey through the PYP
- ❖ for students to design an authentic process for assessing their own work
- ❖ 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



# What are the major features of the program that should be evidenced throughout the exhibition?

**Learner Profile** – Becoming internationally minded means achieving application of the learner profile.

**We strive to be:**

inquirers, risk-takers, thinkers, knowledgeable, communicators, caring, open-minded, reflective, balanced and principled

**Key Concepts** – The key concepts should be shown through the use of key questions that guide student inquiry.

**The key concepts include:**

Form – What is it like?

Function – How does it work?

Causation – Why is it like it is?

Change – How is it changing?

Connection – How is it connected to other things?

Perspective – What are the points of view?

Responsibility – What is our responsibility?

Reflection – How do we know?

**Transdisciplinary Skills** – Within the search for conceptual understanding of a student's topic, it is important that the student develop appropriate skills in the construction of meaning.

**These skills include:**

Social Skills – accepting responsibility, respecting others, cooperation, resolving conflict, group decision making and adopting a variety of group roles

Communication Skills – listening, speaking, reading, writing and non-verbal communication

Thinking Skills – acquisition of knowledge, comprehension, application, synthesis, evaluation, dialectical thought and metacognition

Research Skills – formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings

Self-Management Skills – gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behavior and informed choices

**Attitudes** – We develop internationally minded students by instilling in them a set of attitudes that will help them to become the traits of the learner profile.

**These attitudes are:**

Appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance

**Action** – All students must complete an authentic and appropriate action project.

This may take place at school or away from school with supervision and parent permission. Students are encouraged to think of a variety of ways to take action!

# Important Dates



## JUNE

22-25<sup>th</sup> June

Introduce Exhibition  
View 2008 Exhibition Photos & DVD  
Introduce Transdisciplinary Theme  
Deconstruct Transdisciplinary Theme  
Students grouped according to issue  
Journals Started

## JULY

13<sup>th</sup> -17<sup>th</sup>

Write Central Idea  
Write Lines of Inquiry  
Write Inquiry Questions  
Parent Information 7.30 – 8.30 pm

16<sup>th</sup>

20<sup>th</sup> -24<sup>th</sup>

27<sup>th</sup> - 31<sup>st</sup>

## AUGUST

3<sup>rd</sup> - 7<sup>th</sup>

10<sup>th</sup> - 14<sup>th</sup>

17<sup>th</sup> - 21<sup>st</sup>

24<sup>th</sup> - 28<sup>th</sup>



## SEPTEMBER

30<sup>th</sup> - 4<sup>th</sup>

4<sup>th</sup>

7<sup>th</sup>

Collect display stands from Derinya  
Set up display boards for the Exhibition  
Rehearsal of presentation to Grade 5  
Middle School walk - through  
Multiage walk - through  
EXHIBITION for the school 2.00 – 4.00pm  
for the community 6.30 – 8.30 pm  
Dismantle and return display stands to Derinya

## What is my role as a mentor for exhibition?

Being a mentor is an advisory and support role. Please consider the areas of expertise that will be helpful to the students. ICT, report writing, knowledge, research, artistic flair, organizational strategies or presentation ideas are areas where your expertise may be of assistance. It must be remembered that students make the final decisions on all aspects of their presentation.

You can also

- ❖ encourage and support the efforts of the students
- ❖ monitor progress
- ❖ help set weekly goals
- ❖ suggest/provide resources
- ❖ ask questions
- ❖ help interpret difficult information
- ❖ facilitate interviews/telephone calls
- ❖ offer suggestions for action
- ❖ assist with focus to topic/central idea
- ❖ help with organization
- ❖ document all meetings – Sign the student's exhibition journal
- ❖ complete the "Mentor Meeting Record Sheet" to be brought by students to each meeting



## Please note:

### Mentors

- ❖ do not do the work for students
- ❖ do not tell students the direction to take, but instead ask probing questions to help facilitate their inquiry.
- ❖ will be supported by the classroom teacher and the IB Coordinator. We want this to be a wonderful experience for you and the students!

# Questions to Ask During Each Phase of the Process

## July/Research

What connections have you made to the central idea?  
How are you doing with locating resources?  
Can I see some of the resources you have chosen?  
(Make sure students can read AND comprehend the information.)  
Tell me what you have found out about your topic so far?  
How is your note-taking going? Can I see your note-taking notebook?  
Are you documenting your resources in the bibliography section?  
What is something that I can do to help you?  
Have you thought about action? Have you considered...?  
Can I help you think of more questions?

## August/Writing

What types of writing are you considering? Why that type?  
Who is your audience that you are gearing your writing towards?  
What is your purpose for writing?  
How are you synthesizing your notes?  
What is your organization strategy for turning your notes in to an organized piece of writing? (graphic organizer or story map?) Have you started that? May I see it? Can I help you get started with that?  
Have you considered...?  
Is your writing going to double for part of your technology or action? If so, how?  
How is your action plan moving forward?

## August/Technology

What type of technology are you thinking about using for your presentation? Why?  
Who will your audience be?  
Is there a way to tailor your presentation to meet the needs of various audiences?  
May I see it? Have you considered...? / Can I help you get started on that?  
How is your action project coming along? What resources will you need to complete the task? What is your plan for acquiring those resources?  
If so, what are your thoughts?

## August - September/Presentation

Have you started thinking about your visual presentation?  
Have you got a layout plan for your display board? A colour scheme? Pictures? Written answers to your questions?  
Do you have a large eye catching heading?  
Do you have something interactive? 3D? Support objects?  
May I look through your journal and advise you about its appearance?  
Do you have anything planned to hand out to visitors?

# MENTOR MEETING REFLECTION

Mentor Name: \_\_\_\_\_

Group Members: \_\_\_\_\_

Date: \_\_\_\_\_

Please take a minute to respond to the following questions:

What went well in your mentor meeting today?

What concerns do you have about your group/individual students?

What do you need your homeroom teacher to know about your group/individual students?

What plan do you have for your mentor meeting next week? (group needs)

Thank you for taking the time to meet with our students! They are enriched because of the time you have given!

Julie, Sue, Kim and Lisa  
Grade 6 Teachers MENPS