

Roles in the exhibition

Role of student

Students will:

- have an understanding of the purpose and requirements of the exhibition
- participate in **selecting a real-life issue or problem** for the exhibition
- develop the inquiry by **helping to decide on a central idea and student questions**
- collaboratively plan learning and assessment experiences
- carry out an **open-ended inquiry** into a real-life issue or problem
- demonstrate an understanding of the components of the PYP, in particular the **IB learner profile**
- demonstrate an understanding of the five essential elements—**knowledge, concepts, skills, attitudes and action**
- select and **use a variety of strategies and resources**, such as first-hand experiences, interviews, surveys, field visits, artifacts, science investigations, working models, not just book and/or Internet research
- be **academically honest** when referring to their sources of information
- **communicate effectively** with teachers, peers and parents
- **reflect** on processes involved in the exhibition; keep a journal of their planning, draft pieces of work, sketches and photographs of work in progress as well as the final product
- **carry out self-assessment and peer assessment**
- celebrate their learning by **presenting the exhibition** to the school community.

Role of teacher

Teachers will:

- initiate, facilitate and guide the exhibition process
- provide support for student inquiries, enabling students to overcome any problems encountered in the process
- communicate regularly with students, parents and other participants
- encourage students to use a balance of primary and secondary sources; help students to access information; and ensure they know how to cite sources used in research
- ensure the participation of all students by considering their interests, accommodating learning styles and needs, and by determining prior knowledge
- empower the students to feel able to take action as a result of the exhibition
- assess the exhibition process ensuring all the essential elements are included
- keep detailed records of the processes involved including ongoing reflection
- encourage and join in with students to celebrate their learning.

Role of parent/guardian

Parents/guardians will:

- have an **understanding of the purpose and requirements** of the exhibition
- **support and encourage** students and teachers throughout the process of inquiry
- be informed by reading newsletters, attending meetings, checking school websites, talking with students
- **help students to access resources**—people, places, media and information
- **provide expert subject knowledge** where applicable
- **encourage independent inquiry** and respect student ownership of the process
- have an opportunity to **reflect on and give feedback** on the exhibition
- celebrate with the students by **attending the staging of the exhibition**.