

Planning the inquiry

1. What is our purpose?**To inquire into the following:**

- transdisciplinary theme**

Reflecting on the transdisciplinary themes and prior units of inquiry may help in the selection of exhibition issues.

The selected inquiry may reflect one or more of the transdisciplinary themes.

- central idea**

The central idea should demonstrate the significance of the issue and should be established collaboratively with input from both students and teachers.

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Identify the elements of the exhibition to be assessed and establish assessment criteria for and with the students.

There should be assessment of each individual student's contribution to and understanding of the exhibition.

At the beginning of the exhibition process, consider ways in which evidence of students' understanding of the exhibition issue and their participation in the exhibition process can be collected.

Class/grade:

Age group:

School:

School code:

Title:

Teacher(s):

Date:



PYP planner

Proposed duration: number of hours over number of weeks

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Consider the key concepts that relate to the central idea and collaboratively develop questions that will help deepen the students' understanding of the exhibition issue.

What lines of inquiry will define the scope of the inquiry into the central idea?

Through a collaborative process, students and teachers will identify the lines of inquiry they will pursue to explore the issue. The lines of inquiry should help the students to stay focused during the investigation.

What teacher questions/provocations will drive these inquiries?

The focus during the exhibition will be on student questions and inquiries. However, the following questions may help students and teachers to establish agreements about the nature of the exhibition in their school setting.

- *What is a PYP exhibition like?*
- *How does a PYP exhibition work?*
- *How is the exhibition connected to other units?*
- *What roles are involved in the exhibition?*
- *What responsibilities accompany each of the roles?*
- *How will we know if the exhibition has achieved its purpose?*

Planning the inquiry

3. How might we know what we have learned?

This column should be used in conjunction with "How best might we learn?"

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

There should be ongoing formative assessment of the process as well as summative assessment of the exhibition.

Students should be aware of the criteria being used to assess their performance and participation in the exhibition. There should be many opportunities to reflect on their own learning and to assess their own work as well as that of their peers.

If a school uses mentors, they could be asked to give feedback to students throughout the process of the exhibition.

Evidence can be collected throughout the exhibition process and may include planners, photographic and video evidence, interview notes, draft writing, and feedback and comments from peers, teachers, mentors and parents.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

In addition to assessing the process of the exhibition, there should be an opportunity to assess the students' understanding of the essential elements in relation to the central idea.

Learning experiences should allow students to make connections between the central idea, the lines of inquiry and the transdisciplinary themes.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Learning experiences should be identified in collaboration with the students.

There will be a variety of whole-class, group and individual experiences that recognize a range of learning styles and intelligences, and lead to student inquiry.

Learning experiences should provide an opportunity for students to apply and demonstrate prior knowledge and skills rather than requiring or introducing large amounts of new learning.

Links to assessment should be made explicit to the students.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

There will be opportunities to demonstrate a wide range of transdisciplinary skills.

All the attributes of the IB learner profile will be demonstrated throughout the exhibition.

All the PYP attitudes will be demonstrated throughout the exhibition.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Identify all available resources—rooms, equipment, technologies, staff members (including all single-subject teachers), parents, mentors.

Identify resources the students will use in their exhibition, ensuring diversity and a range of source materials.

Local resources, such as sites, experts, organizations and artifacts, should be utilized as much as possible to ensure that the inquiry is locally relevant (and globally significant).

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"
- demonstrate the learning and application of particular transdisciplinary skills?
- develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

At the beginning of the exhibition process, consider ways in which evidence of students' understanding of the exhibition issue and their participation in the exhibition process can be collected.

There should be opportunities for students and teachers to reflect on all aspects of the exhibition throughout the process.

The "exhibition reflection tool" in this document is based on standard D2 of the IB Programme standards and practices (2005) and will be useful when assessing the exhibition and suggesting actions for the following year.

Parents and other visitors may be asked to assess and/or reflect on the exhibition using established criteria.

Schools are required to keep a record of their exhibition. This record could include evidence of assessment and reflection including examples of student work.

Reflecting on the inquiry

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Participation in the exhibition may be considered action, as the students are fully involved in the planning, development and presentation of their work.

The exhibition may lead to action in a range of forms: students sharing their new understandings with their peers, their teachers and their parents; changing their behaviour in response to their learning; and recognizing that they are able to make a difference through their actions. The action(s) may also include a community service element, either in the school or in the local community.

9. Teacher notes