



Mentor Handbook 2017

1. Introduction

Thank you for volunteering your valuable time to help the Grade 5 students through the process of exhibition. This is a chance to involve our whole school community in the work the Grade 5 students will be completing. The exhibition is a challenging process for our children and it is important to provide them with as much help and support as possible

The end result of this process is The Exhibition, a presentation to our community by the students of the results of their inquiries. This will be held in the school foyer on Friday 5th and Saturday 6th May 2017.

The Grade 5 team are extremely grateful for your assistance and we know what a tremendously satisfying, and worthwhile learning journey this will be for both students and mentor. We hope this booklet provides some answers and stimulates more questions regarding your role, to be discussed and clarified at our first mentor meeting Friday 24th February.

2. Purposes

The Exhibition has a number of key purposes:

*(Key words/phrases have been highlighted – the yellow highlights are most specific for the mentors)*

* 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 synthesize and apply learning of previous years and to reflect  upon their journey through the PYP
* To provide an authentic process for assessing student understanding
* 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

3. Major Features of the PYP

IB Learner Profile

* The aim of the PYP is to develop internationally minded people who exhibit the characteristics of the Learner Profile, people who strive to be: inquirers, risk-takers, thinkers, knowledgeable, communicators, caring, open-minded, reflective, balanced and principled. Students are expected to demonstrate these characteristics as they prepare for The Exhibition.

Essential Elements

The PYP curriculum incorporates five essential elements, each of which are expected to be evident in the Exhibition unit of inquiry.

* Knowledge – which is explored in six transdisciplinary themes; for The Exhibition the relevant theme is ‘How we Express Ourselves.
* Concepts – eight concepts have been identified that have relevance within subject areas but also transcend them; the students within each work group are to follow a line of inquiry related to a different concept.
* Approaches to Learning – students are expected to demonstrate the application or development of skills that have been identified as necessary to succeed in a changing, challenging world.
* Attitudes – as they proceed through the inquiry process, students are expected to demonstrate the application or development of the twelve PYP attitudes.
* Action – students are expected to apply their learning through responsible and authentic action.

4. Student Work

The students will work within small groups using a range of mediums to record, reflect, and communicate their findings. Each group will be facilitated by a Grade 5 classroom teacher, single subject teachers, and will be supported by the mentors.

The IB stipulate that the exhibition must include:

* Examples of written work in a variety of formats and styles; poetry, reports, persuasive texts
* Oral presentations, individually or in groups, to the school community
* Uses of technology including IT, working models, designs, science experiments
* Performances or compositions in any medium: dance, drama, visual arts, film, video, mixed media

Each group will develop a blog or complete a learning journal that allows them to store, collaborate, and communicate their journey throughout the Exhibition process.

There will be regular reflections on the process of exhibition written by the students. The students will be given prompts and guidance on how to structure the reflections and these will be shared as part of the final product.

Is it important that the students see exhibition as process based, not product based. They will be assessed on their learning journey more than on their final display.

5. Role of the Mentor

The role of the mentor is chiefly to advise and keep students on track. The mentor should:

* Meet regularly with their group.
* Offer advice on locating resources and using them efficiently.
* Ask questions.
* To provide regular feedback to teacher – facilitator
* Help to understand information found during research.
* Help to organize interviews, telephone calls, any electronic communication, and field trips.
* Provide goal setting and time management advice.
* Be supportive and encouraging.
* Document all mentor meetings by commenting on the Mentor Meeting Record
* Celebrate achievements and successes with the students.

The mentor should not:

* Do the work for students.
* Tell the students the direction to take, but instead ask probing questions to help  facilitate their inquiry.

Do not hesitate to ask for help from The Classroom Teacher, Exhibition Group Coordinator or PYP Coordinator. It is important also that any concerns over lack of progress be reported to the classroom teacher as soon as it is evident.

6. Mentor- Student Meeting Guidelines and Suggestions

Refer to the Timeline and Checklist documents to assist with explanations during this section.

The mentor will meet with their appointed group once a week at a mutually convenient time. The mentor will assist with the meeting recording using a co-constructed format (examples are attached to this document) – the group may elect to record in a journal, book, or electronically. They will be responsible for the filing and storing of these documents on the groups blog.

It is hoped that the mentor will send a brief email to the exhibition group coordinator following each meeting outlining the following –

* What went well in your mentor meeting today? (Review of progress)
* Any concerns you may have about the group/individuals
* Anything you need the facilitator to know about the direction of the group for the next week
* Any questions/clarification you have or require

**INITIALLY** - Build a rapport with your students, perhaps explain why you wanted to be involved and find out what the students are interested in.

Have the students explain the Central idea, their lines of inquiry and initial ideas around an action plan.

You might like to clarify their understanding of the topic by asking them questions and by discovering what they have already found out about the topic. You may make suggestions for further research.

As the students move along in their inquiry, they should be posing questions and pursuing answers. Check their progress, give them advice, and lead them into directions that will be helpful.

Ultimately the students need to ensure their final Exhibition presentation as a group includes the following:

a. Written work in a variety of formats and styles.

b. Oral presentations, individually or in groups, to the school community.

c. Use of technology.

d. Ways students have taken action to help solve this real-life issue.

# 7. Mentor – Record of Meeting (one example)

|  |  |  |
| --- | --- | --- |
| **MENTOR:** | **DATE:** | **STUDENT:** |
| **Tasks/research/ discussions etc. completed since the last meeting:**  *(to be completed by the group using bullet points)* |  | |
| **Meeting Notes:**  *(to be completed by the group using bullet points)* |  | |
| **To Do List:**  *(before next Mentor meeting)* | |  |  | | --- | --- | | TASK | PERSON RESPONSIBLE | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |
| **Mentor feedback/ Comments:** |  | |
| **Next Meeting Date/Time:** | |  |

**EXHIBITION TIMELINE 2017**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Task - To be completed by the end of:*** | Completed on (Date) | Teacher to check off | Mentor |
| **Week One Monday 27th of February - 3rd of March** |  |  | Week one |
| Introduction to issue groups - Teachers to meet to discuss issue groups |  |  | Come to mentor meeting, Friday after school |
| Unpack Transdisciplinary Theme |  |  | To be done in homeroom- Mon UOI |
| Create / Write Central Idea - what makes a good CI before writing a CI ( Tues, Wed, Thurs) |  |  | To be done in issue groups with set - students tp be able to choose and finalize issue - central idea to be shared and finalized in homeroom( students too do this sharing) To be done by homeroom teacher and take names for the different issues. |
| Evidence of process created, reflections completed |  |  |  |
| **Week Two 6th of March - 10th of March** |  |  |  |
| Contact mentor, arrange time for weekly meetings |  |  | Reply to group email, organise time for weekly meetings |
| Key concepts decided for group |  |  |  |
| First meeting with mentor |  |  | Meet with group, discuss issue, what is next? |
| Develop lines of inquiry - to be done with individual issue groups |  |  | Provide teacher with quick feedback of meeting, concerns and positives |
| Develop key questions - to be done in individual issue groups |  |  | Talk with group about key questions, make sure these will be useful in guiding groups research and action |
| Evidence of process created, reflections completed |  |  |  |
| **Week Three 13th of March - 17th of March** |  |  |  |
| Specialists (Students are exposed to the combination of PE, Art & Music on Tuesdays and Thursdays) |  |  | Talk with group about key questions, make sure these will be useful in guiding groups research and action |
| Begin research based on key questions |  |  | Help with sourcing and suggesting field trips |
| Research field trips and places to visit |  |  | Provide teacher with quick feedback of meeting, concerns and positives |
| The exhibition groups start |  |  |  |
| Meet with mentor |  |  |  |
| Evidence of process created, reflections completed (Fridays) |  |  |  |
| **Week Four 20th of March - 24th of March** |  |  |  |
| Look for, and plan field trip (s) |  |  | Help with sourcing and suggesting field trips |
| Meet with mentor |  |  | Look through lines of inquiry |
| Further understanding through research |  |  | Support research, suggest other sources of information |
| Evidence of process created, reflections completed |  |  | Provide teacher with quick feedback of meeting, concerns and positives |
| Have a plan and refection of “….” |  |  |  |
| Begin recording ideas for action |  |  | Ideas for action |
| **Week Five 27th of March - 31st of March** |  |  |  |
| Organize and attend field trip(s) (How would you display this information?) |  |  | Support with sourcing and planning field trips |
| Develop second round of questions if necessary |  |  |  |
| Synthesizing information |  |  |  |
| Further research |  |  |  |
| Run presentations on how to display information etc. |  |  | Discuss ideas for display board, including digital |
| Meet with mentor |  |  |  |
| Evidence of process created, reflections completed |  |  |  |
| **Week Six 3rd of April - 7th of April** |  |  |  |
| Take action |  |  | Discuss and help promote action |
| Meet with mentor |  |  |  |
| Evidence of process created, reflections completed |  |  |  |
| Discuss and reflection of display boards /presentation |  |  |  |
| **Week Seven 10th of April - 14th of April** |  |  |  |
| Complete action plan |  |  | Discuss and help promote action |
| Further work on display boards (Does this display the process?) |  |  | Advice and feedback on display board designs |
| Meet with mentor |  |  |  |
| Evidence of process created, reflections completed |  |  |  |
| First draft of display boards/presentation planned |  |  |  |
| **Week Eight 17th of April - 21st of April** |  |  |  |
| Finish off display boards, checking for evidence of process |  |  | Support with any last minute issues or needs, help trouble shoot |
| Practice presenting to an audience, get feedback, make any changes or improvements needed |  |  | Give groups an audience, provide helpful feedback on presentations |
| Complete self, group reflection |  |  |  |
| Prepare boards, making sure you are showing process |  |  |  |
| **Week Nine 24th of April - 28th of April** |  |  |  |
| Finish off display boards, checking for evidence of process |  |  | Support with any last minute issues or needs, help trouble shoot |
| Practice presenting to an audience, get feedback, make any changes or improvements needed |  |  | Give groups an audience, provide helpful feedback on presentations |
| Complete self, group reflection |  |  |  |
| Prepare boards, making sure you are showing process |  |  |  |
| **Week Ten Monday 1st of May - 6th of May** |  |  |  |
| **Assemble and practice exhibition presentation (Presentation skills can be a focus)** |  |  |  |
| **EXHIBITION!! 5th and 6th of May** |  |  | Come and help celebrate exhibition with students |

**Grade 5 Exhibition Group Assessment -** *This is designed as a formative and summative rubric*

**Real life Issue: Central idea:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2 Beginning to Develop** | **3 Developing Appropriately** | **4 Developing Strongly** |
| **Knowledge** | * Students chose at 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 at 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 and showed them on a key concept map * Students chose and justified 1-3 key concepts to guide their inquiry | * Students developed key concept questions and showed them on a key concept map * Students chose and justified 4-6 key concepts to guide their inquiry | * Students developed a wide range of key concept questions and showed them on a key concept map * Students chose and justified 7-8 key concepts to guide their inquiry |
| **Approaches to Learning Skills** | * 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. |
| **Attitudes & Learner Profiles** | * Students used some of the language of the learner profiles and attitudes in their written and visual products. * Students demonstrated some of the profiles and attitudes in their actions as observed by the mentors, teachers and peers throughout the process. | * Students used the language of the learner profile and attitudes in their written and visual products. * Students demonstrated the profiles and attitudes in their actions as observed by mentors, teachers and peers throughout the process. | * Students used the language of the learner profile and attitudes in their written and visual products. * Students planned for and exemplified the profiles and attitudes in their actions as observed by mentors, teachers and peers throughout the process. |
| **Action** | Students were unable to identify an action from their inquiry.  Students attempted an action which only partially addresses their inquiry.  Student’s action was not fully developed.  Purpose of students chosen action was not clearly identified | Students identified an action from their inquiry.  Students developed a plan for action that addressed a need as defined by their inquiry.  Evidence of this action is displayed or practiced during the exhibition.  Students could identify the purpose of their chosen action. | Students can identify an action from their inquiry.  Students developed a plan for action that clearly addressed a need as defined by their inquiry.  Students action was developed and implemented within the group and was successful in making a difference in the community. Evidence of this action was displayed or practiced during Exhibition. |

**NB: There should be a checklist for the Approaches to Learning Skills for students and teachers to record evidence of the skills.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Approaches to Learning** | | | | |
| **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 sense 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 recognise 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 learnt.  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 coutreous 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. | **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 knoweldge or ideas apart.  I separate what I am thinking into component parts.  I see relationships.  I find unique chracterisitics. |
| **Organizing Data**  I describe and record observations by drawing, note taking, making charts, tallying, writing statements. | **Time Management**  I use time effectively and appropriately. | **Viewing**  I interpret and analyse 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 creat, design, develop and innovate. |
| **Interpreting Data**  I draw conclusions from relationship and patterns that emerge from organized data. | **Safety**  I engage in personal behavior that avoids placing myself or others in danger or at risk. | **Presenting**  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. | **Adopting a Variety of Group Roles**  I understand what behaviour is appopriate in a given situation.  I act accordingly.  I am a leader in some circumstances.  I am a follower in other situations. | **Evaluation**  I make judgments or decisions based on chosen criteria.  I use standards and conditions. |
| **Presenting Research Findings**  I effectively communicate what has been learnt.  I choose appropriate media. | **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 recognise the meaning of visual communication.  I recognise the meaning of kinasthetic communication.  I recognise and create signs.  I intrepret and utilise 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 Behaviour**  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. |  |  |  |