

Parent Presentation

AISL PYPX 2018



February 14, 2018



Questions Addressed



- ★ What is exhibition? Why is it important
- ★ Transdisciplinary Theme and Sustainable Development Goals (SDGs)
- ★ Central Ideas
- ★ PYPX Requirements
- ★ The Process
- ★ Role of the student, parent & mentor
- ★ What does PYPX look like?



What is PYPX & why is it important?

Where we are in Place and Time

A student-led collaborative inquiry under a given transdisciplinary theme.

Apply Learning

A inquiry that requires students to apply their learning from previous years.

Journey

A 'rite of passage' from PYP to MYP

Action

A context for students to take action as a result of their learning

Inquiry

An inquiry that starts from personal interest and passions, yet extends into identifying, investigating and offering solutions to real-life issues or problems.

Essential Elements

A reflection of understanding of the essential elements of the PYP knowledge, approaches to learning, skills, concepts, attitudes and action.



Transdisciplinary Theme: **Where We Are in Place & Time**

An inquiry into orientation in place and time;

personal histories; homes and journeys;

the discoveries, explorations and migrations of humankind;

the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.

<https://www.youtube.com/watch?v=RpqVmvMCmp0>

Central Ideas - four options from the retreat

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- Be courageous and take action to sustain life on earth for future generations
- People's creative and innovative practices have an impact on our world
- Knowledge and action can inspire people to innovate and solve world problems
- The courage to speak up and take action can create equality for all life on earth

2018 PYPX Central Idea -

**Knowledge and action can
inspire people to innovate
and solve world problems
for future generations**

PYPX Requirements - what does the IB require?

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Staging the exhibition

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.

The exhibition should include the following:

- 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 ICT, working models, designs, science experiments
- **Performances or compositions in any medium**: dance, music, drama, visual arts, film, video, mixed media



PYPX Process - what students can expect

Students will begin exploring a personal interest or passion they have that can extend into a real world issue.

Students work in collaboration with individuals across the school & local community.

Each person will take action in some way to address an issue.

Each person will choose a format of expression to communicate their knowledge, understanding and action.



Primary Years
Programme

Role of the Student

- **Oral presentation**; collaborate and communicate effectively with peers and teachers to carry out an open-ended inquiry into a self-selected, real-life issue or problem.
- To extend this inquiry to identify and take **suitable action**.
- To use a **variety of sources** and be academically honest when referring to these.
- To **reflect** on the components of and processes involved in the Exhibition through journaling.
- To engage in **self and peer assessment**.
- A **written record** of the inquiry process..
- **Student expression**. Communication through a chosen medium e.g. written, story, dance, drama, art, film, photography, mixed media, TED talk etc.
- Effective use of **technology**.



Role of the Parent

Parent and 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 your child to **access resources**—people, places, media and information
- provide expert subject **knowledge** where applicable
- act as **mentors** as requested or appropriate
- 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.





The struggle
is real...

<https://www.youtube.com/watch?v=VB1gIU21LI4>



<https://www.youtube.com/watch?v=PN-MjUC4f9k>

Role of the Mentor



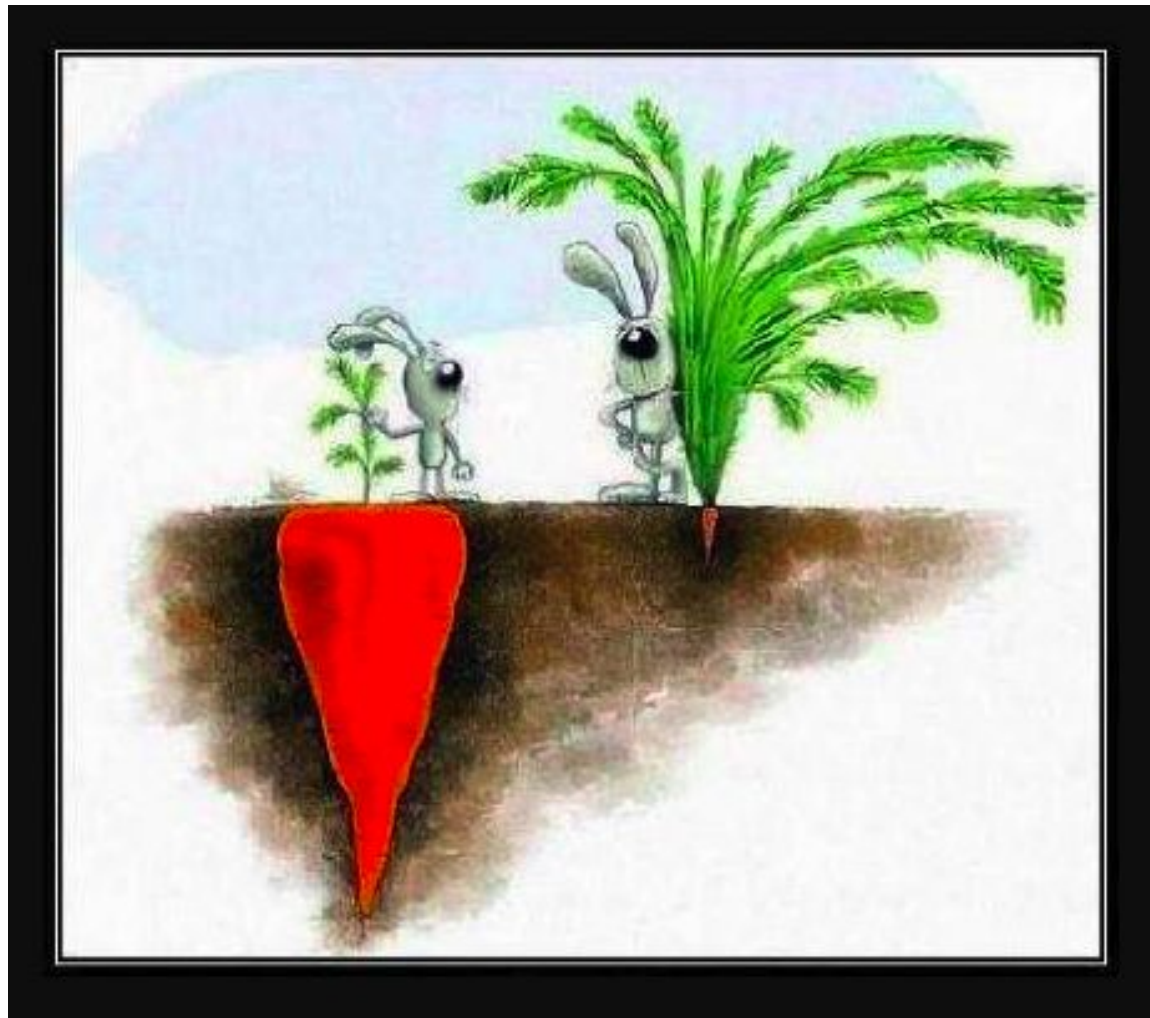
- Visit Grade 5 classes **once a week** (or in a 'drop in' capacity)
- Be **supportive and encouraging**
- Offer advice on locating and using **resources**
- Pose **questions** and help **interpret** sophisticated or difficult information
- **Facilitate** interviews and email communication
- Give **time management** advice
- Prompt students to **document** all mentor meetings by commenting on google drive
- **Encourage** and help **monitor** student journal entries
- **Celebrate** achievements and successes throughout the process
- **Celebrate with students** by attending the PYPX staging



what it really is like

<https://www.youtube.com/watch?v=JmAk38u-Ot0>

What does PYPX
look like?





Our
goals
for the
PYPX...

<https://www.youtube.com/watch?v=i3FPRIPC2wY>

One
example...

Renaissance
College
Hong Kong

<https://vimeo.com/221861439>

Important Dates



- ★ **19 February:** Begin PYPX
 - ★ **16 March:** (Friday) Parent Checkpoint
 - ★ **13 April:** (Friday) Parent Checkpoint
 - ★ **25 April:** (Wednesday) PYPX Parent presentation
 - ★ **26-27 April:** PYPX AISL presentation and reflection
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Questions?