

Exhibitions

Intent and Purpose: Big Picture Education Australia BPEA Exhibitions are public (within our Child Side community) exhibitions of children's work and learning.

They are designed to:

1. show progress and to give learners a real audience to share their learning
2. develop a real sense of accountability (time lines, work worth sharing, expectations that grow over the year)
3. develop an authentic sense of responsibility to share their work and learning journey with others outside o their classroom. Every single learner matters! Each learner either presents and/or sets up booths containing selected samples of work. Each learner has an individual and group role. Exhibitions are held each term and are designed to be authentic methods of communication and real life assessment (that is, work not just shoved in a drawer after being checked off by an educator)
4. develop a sense of self- satisfaction and pride in both the **process** of learning("what skills did I learn, how and why?") and the **products** they have created through the term's work

Audience: Families: A family member of each exhibitor is expected to be present at the exhibition OR to view presentation and/or booth material on video or beforehand (if unavailable at time of exhibition). **Invited Guests:** Other staff members, other groups of learners from within school, relevant 'experts' (FLA for their LTis), any Child Side family.

Notes to Exhibitors:

- Display all your work samples beautifully and invitingly. Show you care about your own work. Be interested in your own work when you talk with the audience.
- Label all your work with big, clear headings to tune in the audience. E.g.: Report on Mammals.
- Label Drafts or Work in Progress.
- Use work words and the specific language for example of maths: angles, shape, measurement, ratio, accuracy
- Include relevant photographs, objects, models, diagrams and work samples.
- Have your name and age clearly displayed.
- Have the Big Idea in your work clearly displayed e.g 'Challenges in the Jungle'
- Write key words and tell the audience what you have learned, enjoyed, struggled with. Write down the skills e.g. research, teamwork, time management, taking personal care and pride in my work, skimming and scanning for key words, responding positively to feedback, using other people's ideas not just my own, referencing the source of my information, saving and filing my work, finishing work...
- Share some content that matters to you e.g. 30% of all food is wasted. Most children around the world stop schooling at 12 years of age. In China you are only allowed one child per family.
- Make labels of the focus of your work (Big picture) and curriculum - communication, active learning, history, science, art, technology
- FLA- make connections between your work and your learning. "I have learned about... through... by..." Make connections between facts. Build relationships between ideas, facts, adult work, the world and your work. How does this work matter?

Notes to Audience:

- Please be on time
- Move between exhibition booths and engage with the exhibitors.
- Ask questions such as "What part did you find the most interesting? What did you find challenging to do? How did you make this? Tell me more about... I am very interested in...."
- Add your own experiences and connections: "I have been to Africa and seen meerkats in the wild."
- Find Elements of Excellence in their work and presentations." Your introduction really captured my interest. I found your question at the end of your presentation really thought provoking. Your diagrams and graphs helped me understand... Your headings were really useful to tune me in. You spoke clearly."
- Understand nerves and the age and stage of exhibitors. Reassure and engage them if they are overwhelmed (OR underwhelmed). Help them connect and focus on you.