

Exhibition Structure:

Arrival: individual children meet and greet audience as they arrive and either shows them to a seat or directs them to a specific area.

Introduction: educator or designated learner will 'Open' the exhibition and give an introduction.

Types of Exhibitions:

- Booths with work samples, models, animations, drafts, posters, pamphlets, diagrams, photos, curriculum labels and BPEA connections
- Demonstrations
- Interactive stations eg: games or experiments, morning work simulations
- Presentations eg: power point
- Performances eg: dramatising Big Ideas or exhibiting skills such as mountain biking
- Learning snapshots (samples of Shape of the Day or Week)
- Big Ideas or LTis.

Presentations and/or Booth Walk and Talk. Follow agenda.

Audience Interaction and Feedback:

Audience listens for 'Elements of Excellence' and actively engages with the learner after presentations and during booth walk and talks. Audience helps learners stay focused and on track by talking to them, asking questions, giving feedback on 'Elements of Excellence' (at their developmental level) and letting them know what else they would like to see, hear, do with the learners work. Learners ALL know more about their work than they demonstrate in their work products. They all know more talking one-on-one with someone than presenting (nerves), so this **compassionate** but **rigorous** follow up is vital. Some learners do need the expectation that they will be questioned and interact with others about their work to help with motivation and accountability. Our schooling at Child Side is very comfortable and homelike so exhibitions give learners an authentic taste of real life, work place expectations- including dress codes, codes of conduct (eg: serving guests morning tea first, making eye contact, listening to others presentations...)

Shared Food Ritual:

Exhibitors prepare homemade food the night before to serve and share with audience.

Learner Process: both **before** and **after** an exhibition learners reflect on previous exhibitions, look at Elements of Excellence identified from their own or others work, compare current work samples chosen to be exhibited to own previous work to see growth and depth (evidence of learning and application of knowledge, skills and attitudes). If still at the same level- both quality and quantity, then need to examine what, how, why and identify how to move along. These become goals for next exhibition and drive the learners' next term's work ethics. Parents can help with this in particular, reminding and showing examples of Elements of Excellence so learners have concrete evidence, real life examples and criteria to aspire to. Parents guide side by side.