ATL in Action

Friday, October 9, 2020
Heather Michael
Agenda-ish

• Thinking about ATL…what does it really mean?
• Breakout 1 – talking through ATL
• How to plan with ATL in mind
• Breakout 2 – Practice that planning…..
• Final thoughts and conclusion
What is ATL anyway?

Approaches to Learning

- Thinking Skills
- Communication Skills
- Social Skills
- Self-Management Skills
- Research Skills

Approaches to Teaching

- Teaching through Inquiry
- Teaching through Concepts
- Teaching developed in local and global contexts
- Teaching focused on effective teamwork and collaboration
- Teaching differentiated to meet the needs of all learners
- Teaching informed by assessment
Let’s talk about skills

- Skills vs. Content

- The importance of transfer

- Am I teaching students to repeat what I say, or to be able to work independently?
Covid, trauma, virtual learning and ATL

- Trauma
- Independent learners
- Uncertainty and the confidence to be able to navigate it
- Pressure on teachers
Documents that Help
Documents that help

ATL in the DP

Self Reflection Tool
Take a moment to take a look...

- PYP – pages 29 – 37
- MYP – Page 107 - 115
- DP – both documents
Breakout One

• FIRST! Share your skill!!
• Choose two of the Approaches to Learning (Thinking Skills, Communication Skills, Social Skills, Self-Management Skills, Research Skills)
• Talk about what the skill looks like at your level (PYP, MYP, DP, CP).
• What is your best example of how you teach it?
• How do you know your students can do this work?
## Self-management skills

<table>
<thead>
<tr>
<th>Sub-skills</th>
<th>What students do:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Understand and use learning preferences.</td>
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<tr>
<td></td>
<td>• Use technology effectively and productively.</td>
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<td></td>
<td>• Take on and complete tasks as agreed.</td>
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<td></td>
<td>• Delegate and share responsibility for decision-making.</td>
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### States of mind

Using strategies that manage state of mind

<table>
<thead>
<tr>
<th>mindfulness</th>
<th>Use strategies to support concentration and overcome distractions.</th>
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<tr>
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<td>• Be aware of body–mind connections.</td>
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### Perseverance

<table>
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<th>demonstrate persistence.</th>
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<tr>
<td>Use strategies to remove barriers.</td>
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### Emotional management

<table>
<thead>
<tr>
<th>take responsibility for one’s own actions.</th>
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<tr>
<td>Use strategies to prevent and eliminate bullying.</td>
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<tr>
<td>Use strategies to reduce stress and anxiety.</td>
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<tr>
<td>Manage anger and resolve conflict.</td>
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### Self-motivation

| Practice positive thinking and language that reinforces self-motivation. |

### Resilience

<table>
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<th>Manage setbacks.</th>
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<td>Work through adversity.</td>
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<tr>
<td>Work through disappointment.</td>
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<td>Work through change.</td>
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Planning with ATL in mind...
Designing lessons around ATL

1. What is the content I want to teach?
2. What is the skill (approaches to learning) I want students to learn?
3. What approaches to teaching (2) will I use?
4. How will I ensure that students know the connections between the content/approach/skill?
5. How will I assess this lesson?
Designing lessons around ATL

1. What is the content I want to teach?
2. What is the skill (approaches to learning) I want students to learn?
3. What approaches to teaching (2) will I use?
The harder work of ATL

CONTENT

How will students connect these?

Approach

Skill
Designing lessons around ATL

1. What is the **content** I want to teach?

2. What is the skill (**approaches to learning**) I want students to learn?

3. *What approaches to teaching (2) will I use?*

4. How will I ensure that students know the connections between the content/approach/skill?

5. How will I assess this lesson?
Breakout Task 2

1. What would it take to shift to designing/supporting lessons with ATL in mind?

2. What is an example of a lesson that you do that could add this layer? (share your ideas)

3. How do you ensure students are aware of the skills they are developing? (naming, talk, etc..)

1. What is the **content** I want to teach?

2. What is the **skill** (**approaches to learning**) I want students to learn?

3. *What approaches to teaching (2) will I use?*

4. How will I ensure that students know the connections between the content/approach/skill?

5. How will I assess this lesson?
Strategies

- Give teachers a skill to work on; ask all teachers to talk about it across a week.
- Ask teachers to identify a skill they are working on each week/each day
- Ask students to track the skills they are practicing
- PLC around Approaches to Learning and the check-list
Pulling it together

- What are you thinking about regarding ATL and classroom practice?
- student agency?
- transfer?
- lesson planning
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**States of mind**  
Using strategies that manage state of mind

- **Mindfulness**  
  • Use strategies to support concentration and overcome distractions.  
  • Be aware of body–mind connections.

- **Perseverance**  
  • Demonstrate persistence.  
  • Use strategies to remove barriers.

- **Emotional management**  
  • Take responsibility for one’s own actions.  
  • Use strategies to prevent and eliminate bullying.  
  • Use strategies to reduce stress and anxiety.  
  • Manage anger and resolve conflict.

- **Self-motivation**  
  • Practice positive thinking and language that reinforces self-motivation.

- **Resilience**  
  • Manage setbacks.  
  • Work through adversity.  
  • Work through disappointment.  
  • Work through change.
Next Steps...

- What do you need to do in order to continue this work?
- What questions do you have?
- Who can help you?
Resources to Remember

Approaches to teaching and learning

Guide
- Approaches to learning
- Approaches to teaching
- Pedagogical leadership

In Practice
- Videos
- Case studies
- Interviews

Tools
- Self reflection tool
- Unit planners
Documents that Help
Documents that help

ATL in the DP

Self Reflection Tool
The harder work of ATL

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