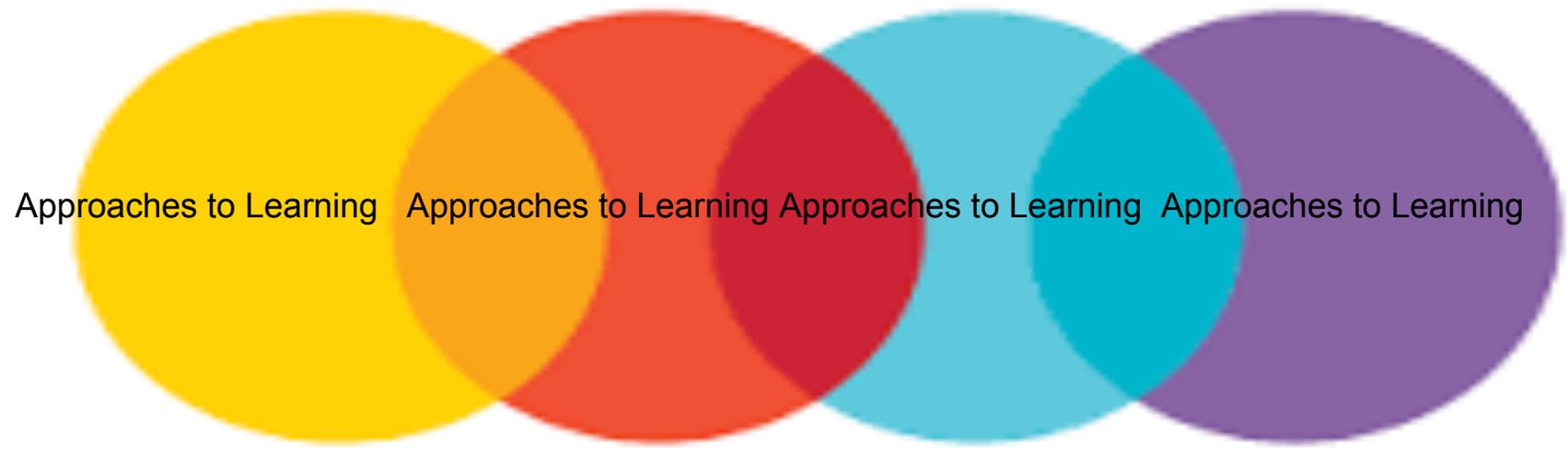


IB-MA ATL Continuum Presentation

February 10, 2014



The IB Continuum



IB CONTINUUM

Approaches to Learning: Ages 3-19

Research Skills

Communication Skills

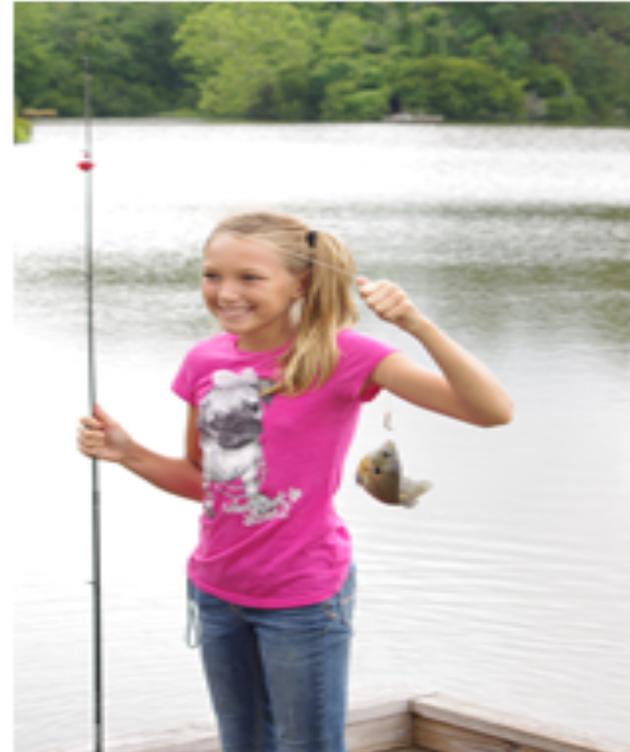
Social Skills

Thinking Skills

Self-management Skills

DISCUSS

How do we measure success in producing lifelong learners?



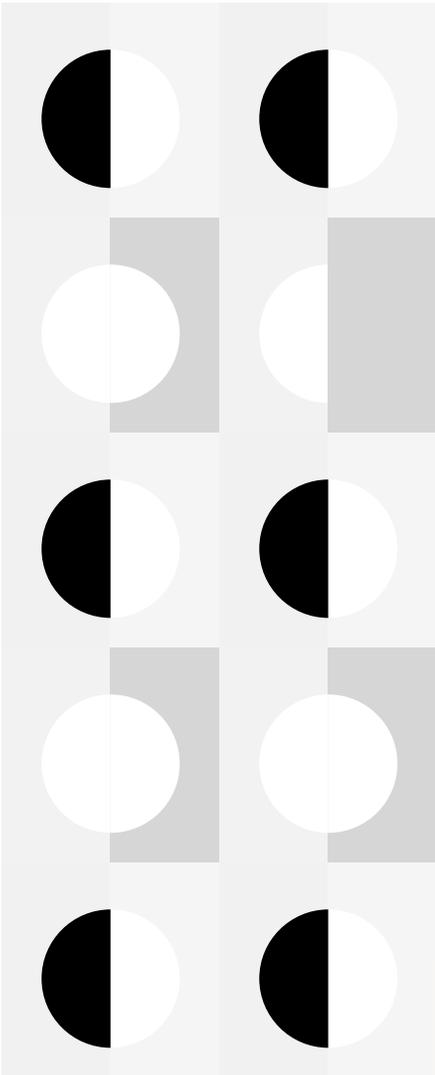
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Defintion of a Skill

the ability, coming from one's knowledge, practice, aptitude, etc., to do something well:

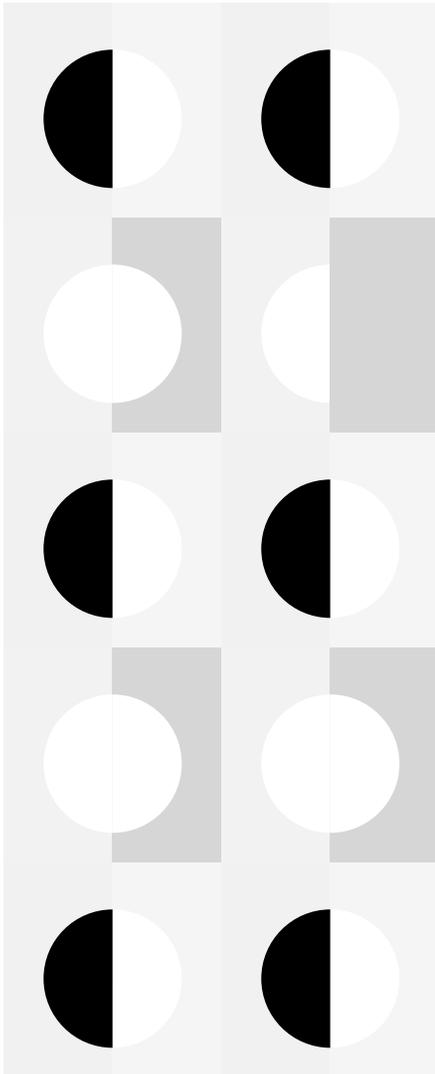
Dictionary.com



What are the key skills of the life-long learner?

- setting learning goals
- planning out their study
- asking good questions
- generating motivation and perseverance
- processing information effectively – sifting, sorting, comparing, verifying, trying out different ways to learn
- working to deadlines
- reflecting on their achievement – both process and content
- making changes to their learning processes where necessary





These are all learning skills

DISCUSS

- Do your students have these skills?
 - How do you know?

Learning and Innovation "The 4 C's"	Digital Literacy	Career and Life
Critical thinking & problem solving	Information literacy	Flexibility & adaptability
Creativity and innovation	Media Literacy	Initiative & self-direction
Communication	ICT Literacy	Social & cross-cultural interaction
Collaboration		Productivity & Accountability
		Leadership & responsibility

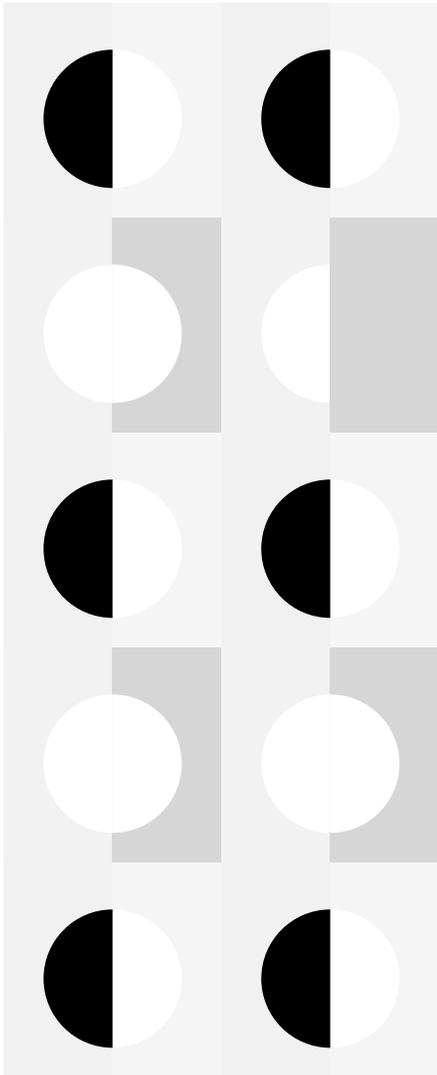
Table 1 - P21 Skills



How do we learn a skill?



The cost of not teaching skills



Are we teachers of skills or contents?





The direct teaching of learning skills is still an uncommon topic in most school programmes!

- Only 20% of teachers believe that teaching students how to learn is a priority
- Only 17% of students report that teachers actively help them learn or improve their ‘study skills’

DISCUSS

Is this true or not true based on what you see in your own schools?



Define!

LEARN

Metacognitive

Affective

Cognitive

In groups, use any resources of your choosing to see if you can reach consensus on the meaning of these three words.



Metacognition

two components – knowledge and performance

- **Meta-cognitive knowledge** – students gaining awareness of the thinking and learning preferences, strategies, techniques and skills they use at present
- **Meta-cognitive performance** – students using that knowledge to improve performance, changing ineffective strategies, trying new ones, learning new skills



Cognitive skills

active information processing and retrieval strategies – ‘study skills’

- Organising and transforming information
- Asking good questions
- Taking good classroom notes
- Using memory techniques
- Goal setting
- Reviewing information regularly
- Time management
- Organising the study environment



Affective skills

enabling the student to gain some control over mood, motivation and *attitude*

- Persistence and perseverance
- Focus and concentration, overcoming distractions
- Self-motivation
- Mindfulness
- Reducing anxiety
- Delaying gratification
- Managing impulsiveness and anger
- Developing resilience

Skills

PYP Skill Clusters

PYP-MYP-DP/CP Skill Categories

Communication

Social

Self-management

Research

Thinking

Speaking, Listening, reading, writing, presenting, non-verbal communication

Accepting responsibility, respecting others, cooperating, resolving conflict, making group decision

Organization, time management, appropriate behavior

Formulating questions, collecting, recording organizing data, interpreting, and presenting research findings

Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation

Skills

MYP Skill Clusters

PYP-MYP-DP/CP Skill Categories

Communication

Social

Self-management

Research

Thinking

Communication

Collaboration

Organization

Affective (Mindfulness, emotional management, self-motivation, perseverance, resilience) Reflection

Information literacy and Academic Honesty
Media literacy and Academic Honesty

Critical and creative thinking

Transfer



**PYP-MYP-DP/CP Skill
Categories**

Thinking

Communication

Social

Self-management

Research

Skills
Critical and creative thinking

Transfer

Metacognition

Reflection

Communication

Collaboration

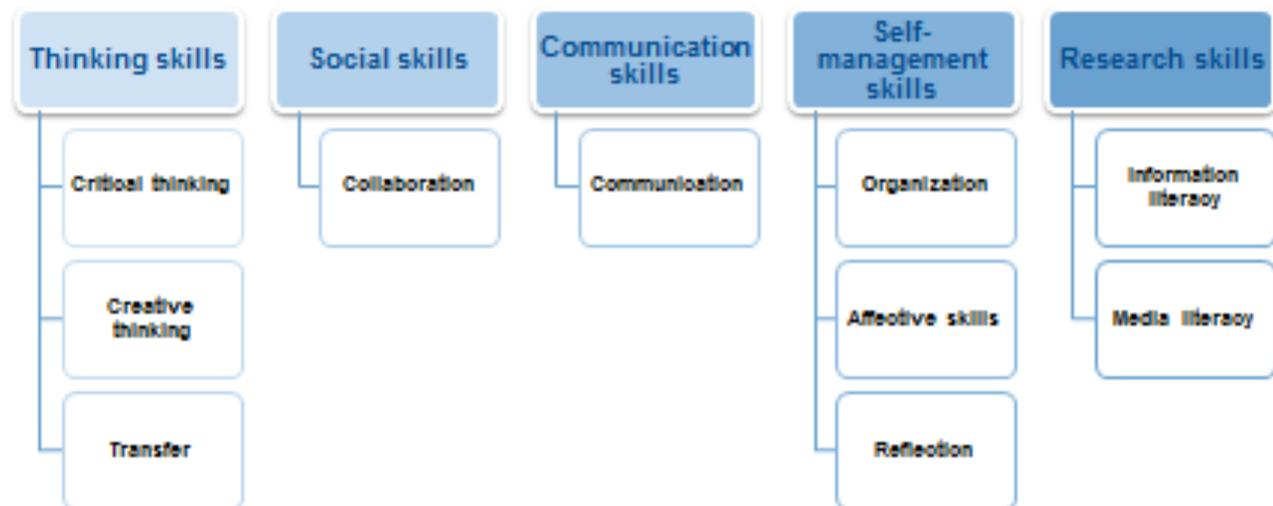
Affective (Mindfulness, emotional
management self-motivation, perseverance,
resilience)

Organization (Managing time and tasks)

Media and information literacy

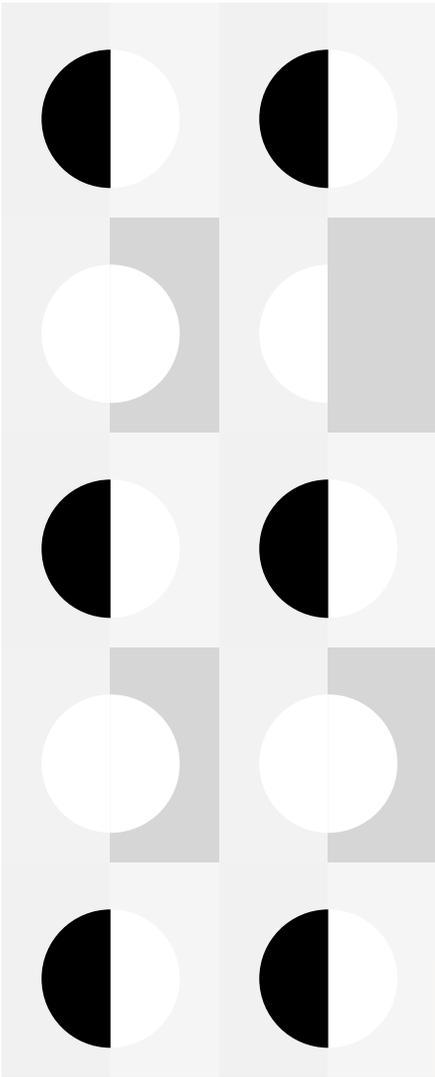
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Learning skills in the MYP – ATL skills



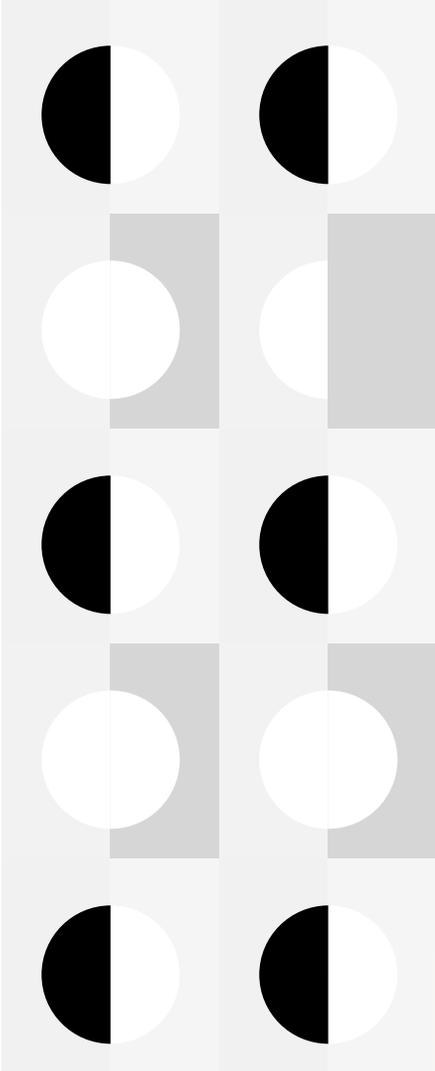
How does the framework as described above possibly cover all the aspects of skills the 21st century learner?

DISCUSS



ATL skills

- ATL skills can be learned and taught, improved with practice and developed incrementally.
- While ATL skills are not formally assessed in the MYP, they contribute to students' achievement in all subject groups.
- They provide a common language that students and teachers can use to reflect on and articulate, throughout the process of learning.
- In order to develop ATL skills that facilitate effective and efficient learning, students need models, clear expectations, developmental benchmarks (or targets), and multiple opportunities to practice.



Planning for ATL

- Requirement from Programme Standards and Practices C2. Written Curriculum

1b : The written curriculum includes an 'approaches to learning' planning chart for all years of the programme.

- What planning process might we implement in order to meet the requirement of C2-1b?

Putting ideas together

- In your table groups, dialog about the requirements for ATL planning in MYP.
- What might the planning look like?





What do we need to consider in our planning?

Potentially, many skills may be developed within the teaching and learning in a unit, so it is important to be strategic by considering:

- The objective strand(s) that are being taught and assessed by the subject group criteria
- The summative task
- The learning experiences that build to the summative task.

What to Consider in ATL Planning?

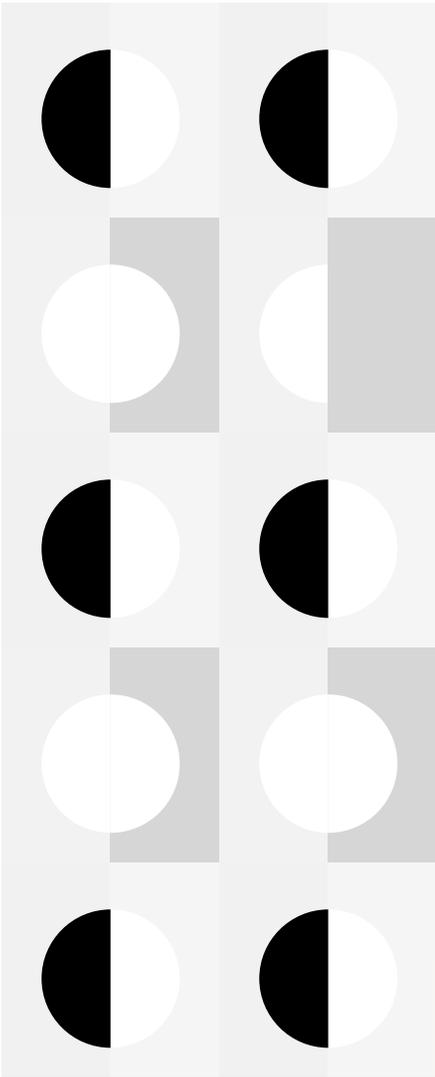
ATL Skills need to be explicitly developed

Almost any skill could be potentially explored in a given unit so it is necessary to be strategic regarding what skills to focus on

The learning outcomes/objectives (strands) that are being taught and assessed by criteria

The summative task

The learning experience/formative tasks that build to the summative tasks



ATL example aligned with an objective strand

Mathematics

Criterion C: Communicating (year 5)

- Organize information using a logical structure

In order for a student to (strand) organize information using a logical structure, students must (skill indicator) organize and depict information logically.

ATL Category: Communication

Skill Cluster: Communication

ATL example aligned with summative task

Unit:
Chemical reactions

Summative task:
scientific investigation

ATL category:
Social

ATL Cluster: Collaboration
Skill indicator: Give and
receive meaningful
feedback

Application to the summative task:
Students will practice giving and
receiving feedback on their
chemical reaction investigation

Developing ATL through learning experiences



For learning experiences that you plan to deliver within the unit, consider which ATL skills must be practiced in order to successfully achieve the objective and access the learning.



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Why Plan to Teach ATL Skills?

Requirement from program standards and practices

Practice C2.4: Written curriculum

The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

Requirement from continuum standard # 6

The school's written curriculum identifies the knowledge, concepts and skills to be developed across the IB continuum.

What Planning Process Are Schools Currently Using?

Share in your break out groups what planning process your schools are currently using

Think of what planning process might be beneficial to schools meeting the requirements of the program and continuum standard

What are Schools Currently Doing? and What's Next?



- How do we presently ask our students to demonstrate their proficiency with ATL skills in our school?
- How do we presently plan for increasing ATL skill complexity in our school?

3-2-1 Synthesis



3 takeaway understandings from the session...
2 things that I still need to think more about...
1 question that I need answered right now...