The IB Continuum

Approaches to Learning  Approaches to Learning  Approaches to Learning  Approaches to Learning
Approaches to Learning: Ages 3-19

- Research Skills
- Communication Skills
- Social Skills
- Thinking Skills
- Self-management Skills
How do we measure success in producing lifelong learners?
Definition 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

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

<table>
<thead>
<tr>
<th>Learning and Innovation &quot;The 4 C's&quot;</th>
<th>Digital Literacy</th>
<th>Career and Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking &amp; problem solving</td>
<td>Information literacy</td>
<td>Flexibility &amp; adaptability</td>
</tr>
<tr>
<td>Creativity and innovation</td>
<td>Media Literacy</td>
<td>Initiative &amp; self-direction</td>
</tr>
<tr>
<td>Communication</td>
<td>ICT Literacy</td>
<td>Social &amp; cross-cultural interaction</td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
<td>Productivity &amp; Accountability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership &amp; responsibility</td>
</tr>
</tbody>
</table>

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!

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-MYP-DP/CP Skill Categories

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

- **Social**
  - Accepting responsibility, respecting others, cooperating, resolving conflict, making group decision

- **Self-management**
  - Organization, time management, appropriate behavior

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

- **Thinking**
  - Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation
PYP-MYP-DP/CP Skill Categories

Communication

Social

Self-management

Research

Thinking

Skills

MYP Skill Clusters

- 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
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.
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...