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Aims

- Reflect on the current state of ATTL development in your school.
- Understand how ATTL is accounted for in the five year review (self-study).
- Consider the “purposeful” teaching of the ATTL in both Professional Development and teaching and learning in the classroom.
- Share example of great things happening in your school.
- Examine goals for ATTL for your programme.



Approaches to Learning

five elements:

- thinking skills
- communication skills
- social skills
- self-management skills
- research skills.



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Approaches to teaching

six elements:

- 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.



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Requirements for ATL

Practice A2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of the IB philosophy.

1. How does the school support the holistic development of approaches to learning (thinking, communication, social, self-management and research) skill categories in students?

2. How does the school's philosophy foster approaches to teaching (best teaching practices based on inquiry, conceptual understanding, local and global contexts, collaboration, differentiated teaching and continuous assessment) in the classroom?



Practice B1.6

Practice B 1.6 The school has systems for community and ongoing development of the programme(s).

1. Describe and/or provide examples of the structures (such as professional development opportunities, policies or procedures) to support the implementation of approaches to teaching (best teaching practices based on inquiry, conceptual understanding, local and global contexts, collaboration, differentiated teaching and continuous assessment).

The IB will also evaluate this practice by reviewing the school's action plan and information gathered under Practice B1.1 and B1.2.

Please indicate your assessment of the current level of implementation of this practice.



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Practice C1.5

Practice C1.5. Collaborative planning and reflection is based on agreed expectations for student learning.

1. Describe how the collaborative planning process intentionally integrates approaches to teaching (best teaching practices based on inquiry, conceptual understanding, local and global contexts, collaboration, differentiated teaching and continuous assessment).

Please indicate your assessment of the current level of implementation of this practice.



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Practice C2.4

Practice C2.4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

Describe how the written curriculum creates opportunities across all subject groups for the introduction and reinforcement of ATL skills (thinking, social, communication, self-management, research) that will develop the whole student.

Self-study questionnaire: Diploma Programme



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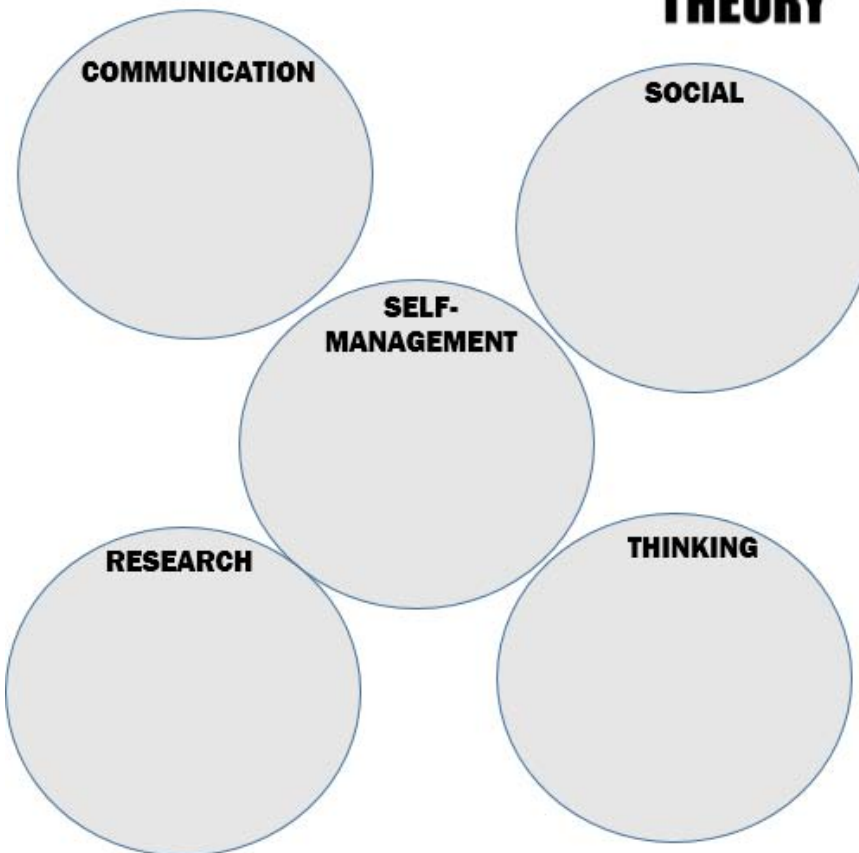
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ATL and the Big Bang Theory

■
Name: _____ Teacher: _____

The Big Bang Theory and The ATL

As you're watching the film clip, list the Approaches to Learning that Sheldon and his friends use or talk about.



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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

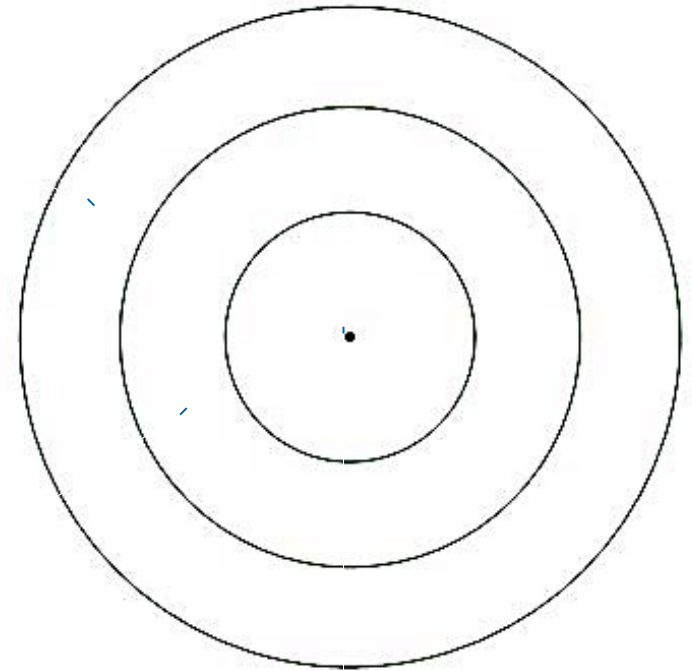
Is this true or not true based on what you see in your own schools?

Current State

Divide the outer circle into sections for as many people there are in your group. For each person's section, write how teachers implement ATL in their classroom.

Write how you implement PD on ATL with subject department.

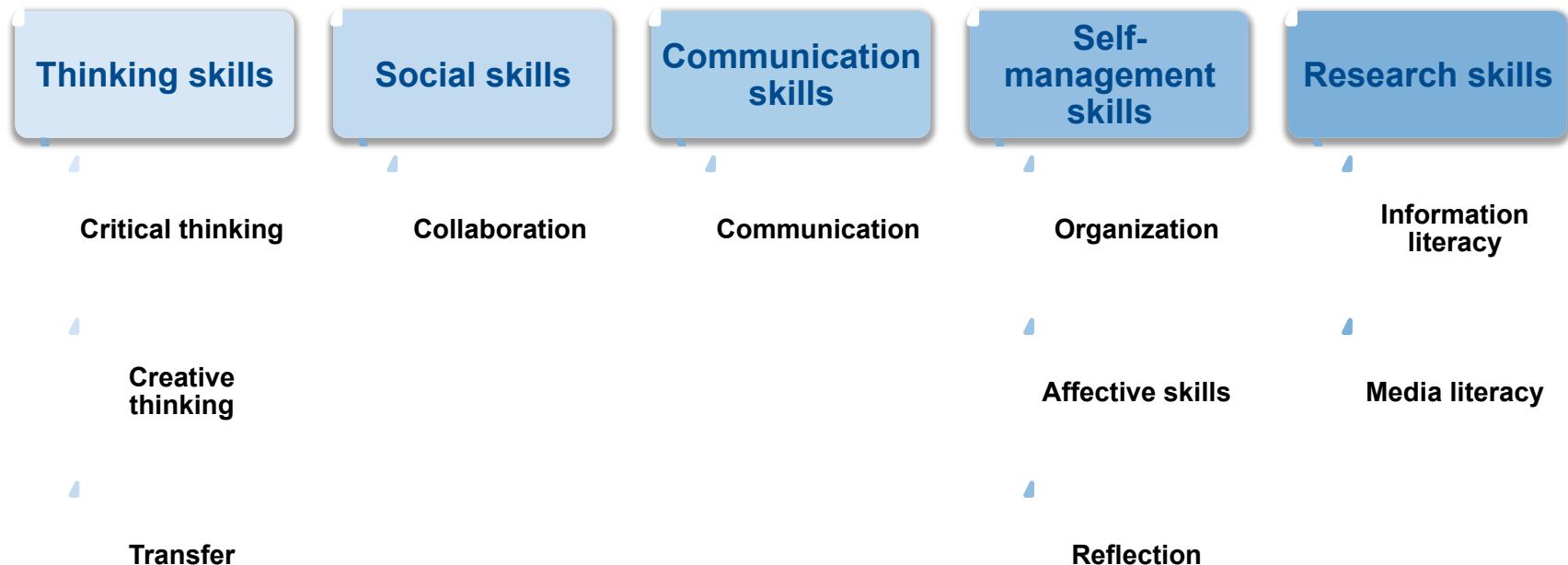
Write how you implement ATL as a whole school.



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Learning skills in the DP – ATL skills



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

DISCUSS



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ATL in the DP

ibo.org

Online Curriculum Centre | Blogs | IB Store | IB Answers |





Approaches to teaching and learning

English ▼



Guide

 Approaches to learning

 Approaches to teaching




In Practice


 Videos

 Case studies



Tools

 Self reflection tool

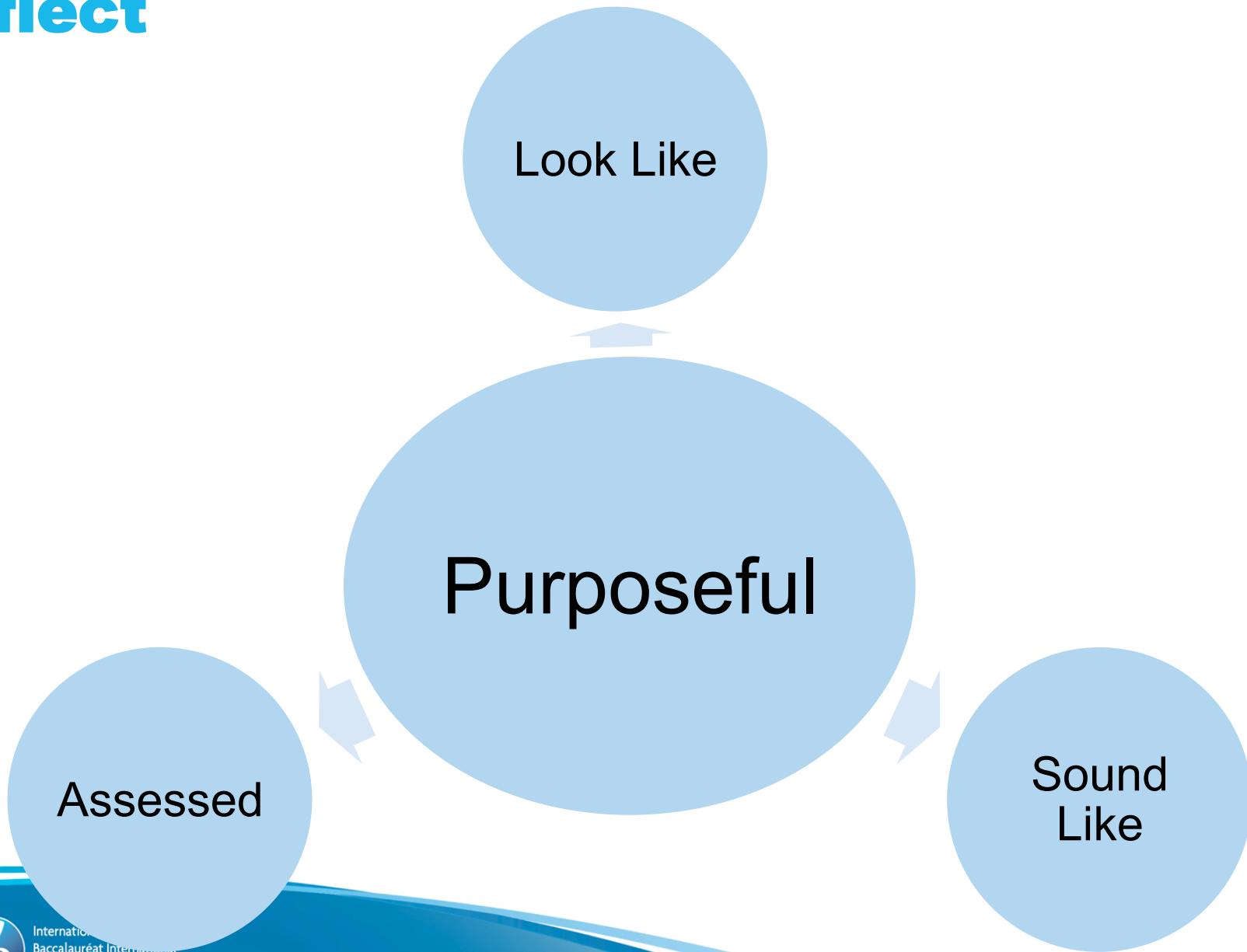
 Unit planners



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Reflect



To what extent are skills taught in a “PURPOSEFUL” manner?

THINK

five elements for Approaches to Learning:

- thinking skills
- communication skills
- social skills
- self-management skills
- research skills.

six elements for 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.



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IB approaches to Teaching skills:

“What does a class which develops local and global contexts, look like, sound like, feel like in a DP Classroom?”



ACT LOCAL



THINK GLOBAL

Learning Objective:



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Participants will be able to describe an IB class which develops local and global contexts by what it:

Looks Like

Sounds like

Feels like



In a DP classroom?

ACT LOCAL

THINK GLOBAL



ACT LOCAL

What is it?

Developed in local and global contexts:

- Emphasis on students processing new information by connecting it to their own experience and to the world around them
- Making learning more authentic and meaningful for students; exploring real life problems
- Helping students to see the “why,” and the applications, of what they are learning
- Providing opportunities for sustained inquiry into a range of local and global issues and ideas, and opportunities to explore global concerns such as development, conflict, rights and the environment.



THINK GLOBAL



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Consider the following questions:

TOGETHER WE CAN MAKE A DIFFERENCE IN OUR ENVIRONMENT.

As part of our commitment to the environment, and in the light of the severe drought that our city is currently experiencing, we take important steps to be sensitive to the ecology of our community.

Your bed and bath linens have been freshly prepared for your arrival.
It is our pleasure to meet and exceed your comfort expectations.

To request that your bed linens be changed during your stay, place this card on your pillow when you leave the room.

We greatly appreciate your respect and support for our natural resources.
If we can be of further assistance, please contact our
Housekeeping Department at extension # 7722.



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ACT LOCAL



THINK GLOBAL

Lake Mead, July 2015



The Telegraph

Amid a brutal drought the **reservoir** that supplies 90 per cent of Las Vegas's water **is fast disappearing** and desperate attempts to save Sin City are under way.



The Race to Stop Las Vegas from Running Dry

Outside Las Vegas's Bellagio hotel tourists gasp in amazement as fountains shoot 500ft into the air, performing a spectacular dance in time to the music of Frank Sinatra.

Gondolas ferry honeymooners around canals modelled on those of Venice, Roman-themed swimming pools stretch for acres, and thousands of sprinklers keep golf courses lush in the middle of the desert.

But, as with many things in Sin City, the apparently **endless supply of water is an illusion**. America's most decadent destination has been engaged in a potentially catastrophic gamble with nature and now, 14 years into a devastating drought, it is on the verge of losing it all.



TOK

Connection

How do we know which perspective is correct?

Water Official: Vegas NOT running dry

A new week has brought another record low to Lake the **man in charge** of the Las Vegas Valley's water s **doesn't sound worried**.

Though the reservoir is falling, said Southern Nevada Authority chief John Entsminger, the sky isn't.

In an interview Tuesday, Entsminger said **the commi uniquely positioned to outlast even the worst dec Lake Mead** because of the valley's proximity to the r which provides 90 percent of the local water supply.

The authority is already building a new intake to draw from the deepest part of the lake. When that \$817 mi goes online a little over a year from now, **it will prote valley's water supply even if the lake falls anothe**



How is this article different from the previous article?





Let's consider the bigger issue...

Group #1:

- What are the possible causes for the scarcity of water resources?

Group #2:

- What are some international examples of this issue?

Group #3:

- What are the global implications of this issue?

Group #4

- What responsibility do we have in terms of global stewardship?



Turn thinking into ACTION!



Think Global,
Act Local.

Every drop counts...



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Turning Learning into Action

**WALK FOR
WATER**



CAS Project

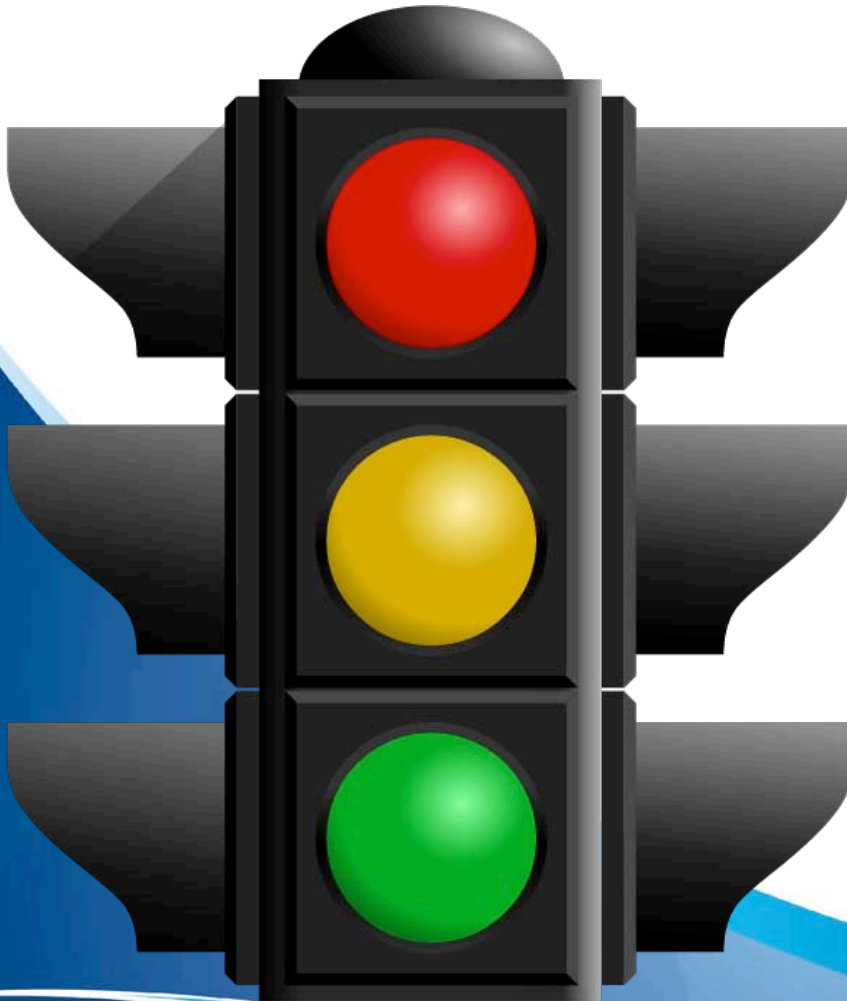


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Stop and think about

What is something you learned about today that you would like to further explore?

Proceed with caution

What is one big question you have moving forward?

Ready to go.....

Any other thoughts that you would like to share?

Summarizer - Rank Order

What's the most effective order of actions that need to be taken to ***plan, teach, and ensure student development*** of the ATL skills?

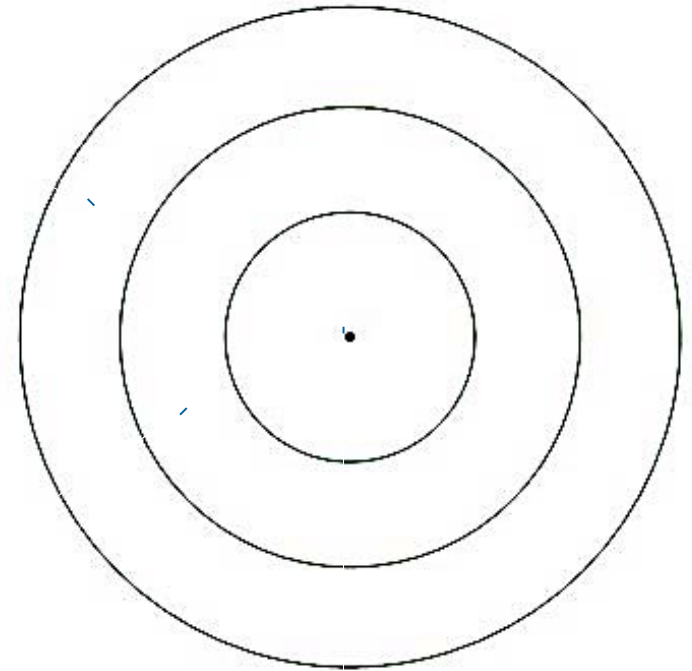
- A. Meet with teachers
- B. Analyze current unit planners/lessons
- C. Develop a plan for implementation
- D. Train staff on use of ATL skills
- E. Inform students and parents

What are you going to Tackle?

Divide the outer circle into sections for as many people there are in your group. For each person's section, write how teachers implement ATL in their classroom.

Write how you implement PD on ATL with subject department.

Write how you implement ATL as a whole school.



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