# ATL in Action

Friday, October 9, 2020 Heather Michael



- 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

Approaches to Teaching

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

- 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





#### MYP: From principles into practice

For use from September 2014/January 2015

#### Documents that help





#### Approaches to teaching and learning in the Diploma Programme: Reflection tool

This tool has been designed to help Diploma Programme (DP) teachers "audit" and reflect upon approaches to teaching and learning in their classrooms. It is intended as a tool to help individual teachers reflect on their current practice, as well as a way to promote and stimulate discussion between colleagues within and across departments.

This tool consists of two sections.

#### Section 1: Approaches to learning

This section consists of five elements: thinking skills, communication skills, social skills, selfmanagement skills, and research skills.

When answering these questions teachers should focus on their experience in their classroom with their DP students. The questions will ask teachers to think about a recent unit/topic they taught their DP students, and ask them to indicate how often they provided opportunities for students to demonstrate a particular skill or behaviour.

#### Section 2: Approaches to teaching

This section consists of 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, and teaching informed by assessment.

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There are good reasons why particularly approaches or strategies may not be used or may not be appropriate for a particular unit. However, regular use of this tool can help teachers to identify patterns in their use, or lack of use, of a particular approach across multiple units.

#### 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 sl	kills		
Sub-skills	What students do:		
	Understand and use learning preferences.		
	Use technology effectively and productively.		
	Take on and complete tasks as agreed.		
	Delegate and share responsibility for decision-making.		
States of mind	Mindfulness		
Using strategies that manage state of mind	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.		

## Planning with ATL in mind...

- 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?

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#### 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..)

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

#### Resources to Remember

Diploma Programme Approaches	to teaching and learning	English 🔻
Guide	In Practice	Tools
Approaches to learning	Videos	Self reflection tool
Approaches to teaching	Case studies	Unit planners
▲ Pedagogical leadership	Q Interviews	

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