

ATL in Action

Friday, October 9, 2020

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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

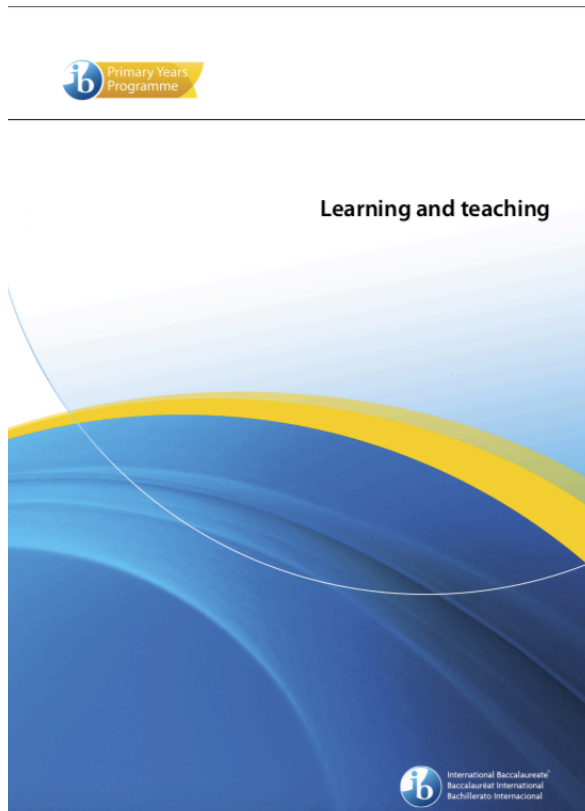
Let's talk about skills

- Skills vs. Content
- The importance of transfer
- Am I teaching students to repeat what I say, or to be able to work independently?

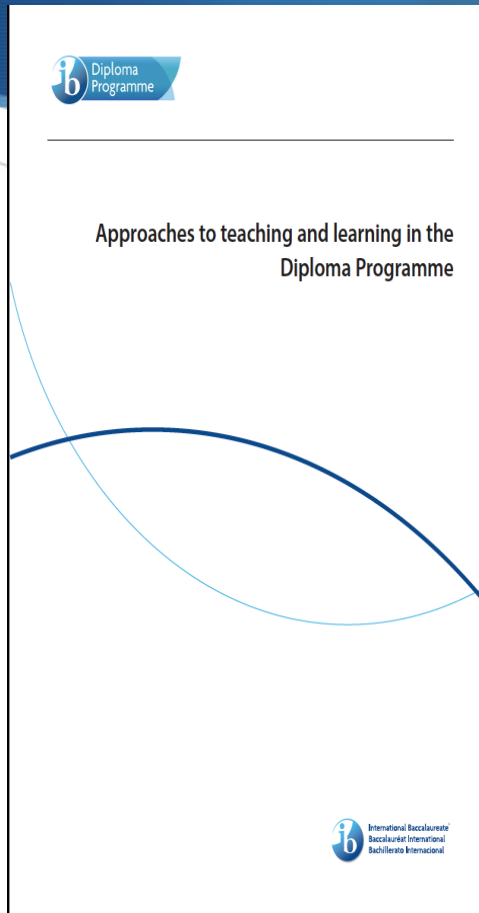
Covid, trauma, virtual learning and ATL

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

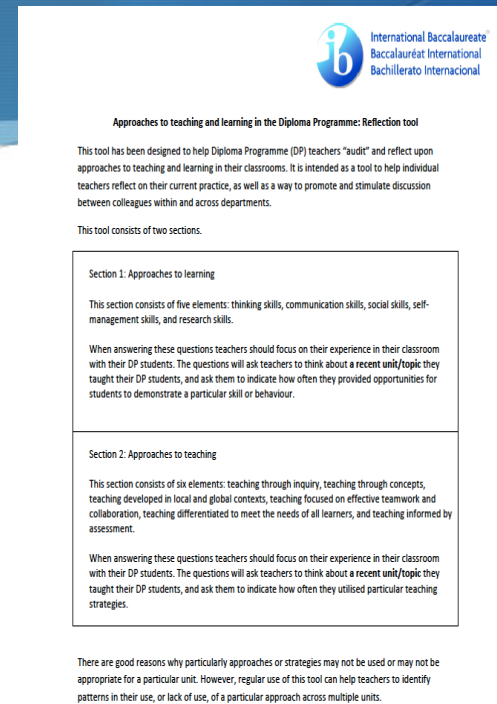
Documents that Help



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	
Sub-skills	What students do:
	<ul style="list-style-type: none"> • Understand and use learning preferences. • Use technology effectively and productively. • Take on and complete tasks as agreed. • Delegate and share responsibility for decision-making.
<p>States of mind</p> <p>Using strategies that manage state of mind</p>	<p>Mindfulness</p> <ul style="list-style-type: none"> • Use strategies to support concentration and overcome distractions. • Be aware of body–mind connections. <p>Perseverance</p> <ul style="list-style-type: none"> • Demonstrate persistence. • Use strategies to remove barriers. <p>Emotional management</p> <ul style="list-style-type: none"> • 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. <p>Self-motivation</p> <ul style="list-style-type: none"> • Practice positive thinking and language that reinforces self-motivation. <p>Resilience</p> <ul style="list-style-type: none"> • Manage setbacks. • Work through adversity. • Work through disappointment. • Work through change.

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

```
graph TD; CONTENT[CONTENT] --- Q[How will students connect these?]; Q --- Approach[Approach]; Q --- Skill[Skill]
```

How will students connect these?

Approach

Skill

Designing lessons around ATL

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

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

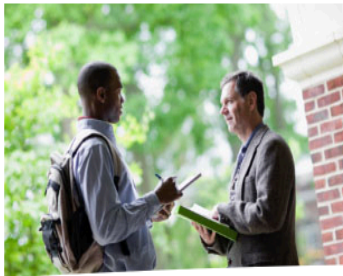
Resources to Remember



Diploma
Programme


Approaches to teaching and learning

English ▼



Guide

 Approaches to learning

 Approaches to teaching

 Pedagogical leadership



In Practice

 Videos


 Case studies

 Interviews

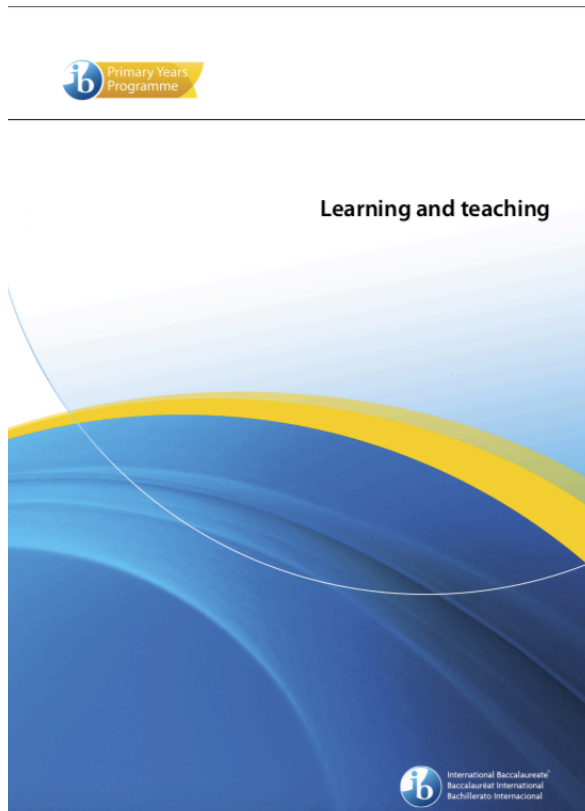


Tools

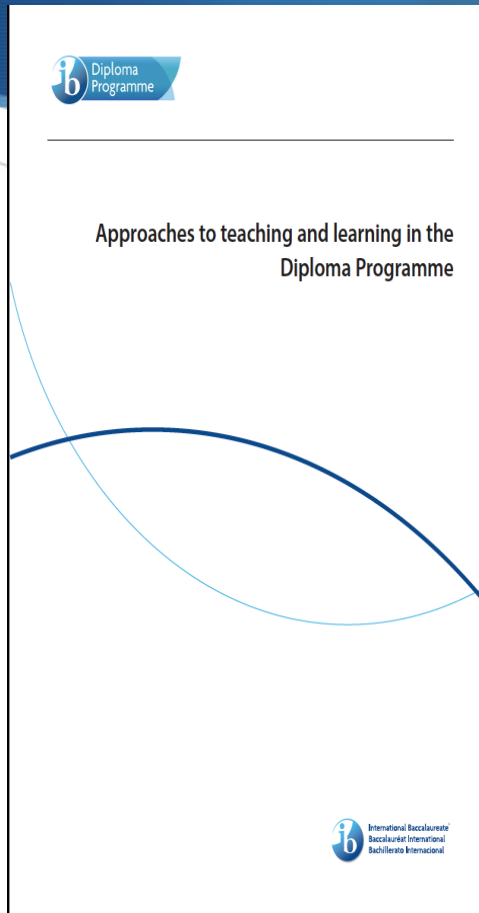
 Self reflection tool

 Unit planners

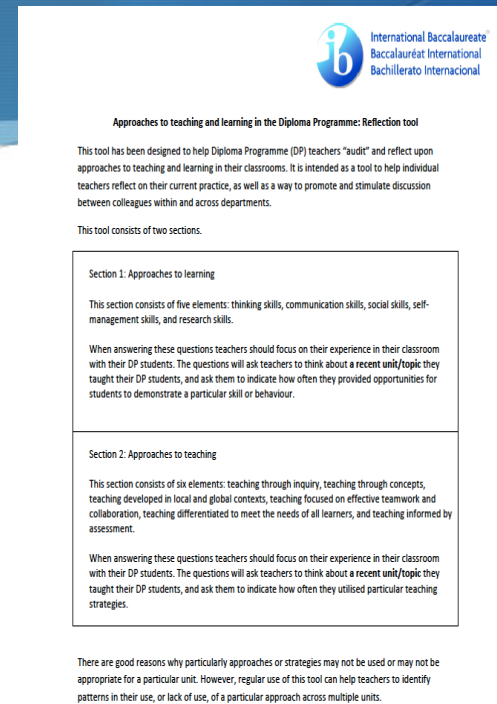
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ATL in the DP



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How will students connect these?

Approach

Skill

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