

Approaches to Learning (ATL)

- Can be learned or taught, improved with practice, and developed incrementally
- Provide the foundation for learning independently and with others
- Help students develop the self-knowledge and skills they need to enjoy a lifetime of learning
- Empower students to succeed in meeting the challenging objectives in the MYP subject groups
- Prepare students for further success in rigorous academic programmes

- Thought of as 'tools for learning'

- To fully understand each ATL and in order to develop them students need:
 - models
 - clear expectations
 - benchmarks/targets that can be used for reference
 - multiple opportunities to practice
 - regular, specific teacher feedback focused on individual development

- ATL's can be developed through disciplinary and/or interdisciplinary teaching and learning
- They can be incorporated into content and process specific learning experiences
- All teachers are responsible for integrating and explicitly teaching to these skills

- ATL skill development helps students become self-regulated, intrinsically motivated learners
 - Students come to know how they learn best helping them to:
 - reflect purposefully on their learning
 - understand the diversity of human learning needs
 - evaluate and provide evidence of their learning
 - meet MYP subject aims and objectives
 - share responsibility for creating productive, cooperative and safe learning environments
 - develop the confidence to try new strategies and explore new concepts and contexts for learning
 - prepare for further study and responsible participation in local and global communities

- ATL skills are informed by and support the development of the Learner Profile Attributes

- Every objective strand in all subject areas must be matched with one skill indicator

Approaches to Learning (ATL)

Communication:

MYP Skill Cluster:	MYP Skill Indicator:
Communication Skills: How can students communicate through interaction?	Exchanging thoughts, messages and information effectively through interaction
	Give and receive meaningful feedback
	Use intercultural understanding to interpret communication
	Use a variety of speaking techniques to communicate with a variety of audiences
	Use appropriate forms of writing for different purposes and audiences
	Use a variety of media to communicate with a range of audiences
	Interpret and use effectively modes of non-verbal communication
	Negotiate ideas and knowledge with peers and teachers
	Participate in, and contribute to, digital social media networks
	Collaborate with peer and experts using a variety of digital environments and media
	Share ideas with multiple audiences using a variety of digital environments and media

Communication cont'd:

MYP Skill Cluster:	MYP Skill Indicator:
Communication Skills: How can students demonstrate communication through language?	Reading, writing and using language to gather and communicate information
	Read critically for comprehension
	Read a variety of sources for information and for pleasure
	Make inferences and draw conclusions
	Use and interpret a range of discipline-specific terms and symbols
	Write for different purposes
	Understand and use mathematical notation
	Paraphrase accurately and concisely
	Preview and skim texts to build understanding
	Take effective notes in class
	Make effective summary notes for studying
	Use a variety of organizers for academic writing tasks
	Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Communication cont'd:

MYP Skill Cluster:	MYP Skill Indicator:
Communication Skills: How can students demonstrate communication through language? <i>(cont'd)</i>	Reading, writing and using language to gather and communicate information <i>(cont'd)</i>
	Organize and depict information logically
	Structure information in summaries, essays and reports

Social:

MYP Skill Cluster:	MYP Skill Indicator:
Collaborative Skills: How can students collaborate?	Working effectively with others
	Use social media networks appropriately to build and develop relationships
	Practice empathy
	Delegate and share responsibility for decision making
	Help others to succeed
	Take responsibility for one's own action
	Manage and resolve conflict and work collaboratively in teams
	Build consensus
	Make fair and equitable decisions
	Listen actively to other perspectives and ideas
	Negotiate effectively
	Encourage others to contribute
	Exercise leadership and take on a variety of roles within groups
	Give and receive meaningful feedback

Social cont'd:

MYP Skill Cluster:	MYP Skill Indicator:
Collaborative Skills: How can students collaborate? <i>(cont'd)</i>	Working effectively with others <i>(cont'd)</i>
	Advocate for your own rights and needs

Self-Management:

MYP Skill Cluster:	MYP Skill Indicator:
Organization Skills: How can students demonstrate organization skills?	Managing time and tasks effectively
	Plan short and long term assignments; meet deadlines
	Create plans to prepare for summative assessments (examinations and performances)
	Keep and use a weekly planner for assignments
	Set goals that are challenging and realistic
	Plan strategies and take action to achieve personal and academic goals
	Bring necessary equipment and supplies to class
	Keep an organized and logical system of information files/notebooks
	Use appropriate strategies for organizing complex information
	Understand and use sensory learning preferences (learning styles)
	Select and use technology effectively and productively

Self-Management cont'd:

MYP Skill Cluster:	MYP Skill Indicator:
Affective Skills: How can students manage their own state of mind?	<i>Indicators in this skill are divided into 5 sub-categories (see left column)</i>
Mindfulness	Practice focus and concentration
	Practice strategies to develop mental focus
	Practice strategies to overcome distractions
	Practice being aware of body-mind connections
Perseverance	Demonstrate persistence and perseverance
	Practice delaying gratification
Emotional Management	Practice strategies to overcome impulsiveness and anger
	Practice strategies to prevent and eliminate bullying
	Practice strategies to reduce anxiety
Self-motivation	Practice analyzing and attributing causes for failure
	Practice managing self-talk
	Practice positive thinking

Self-Management cont'd:

MYP Skill Cluster:	MYP Skill Indicator:
Affective Skills: How can students manage their own state of mind? (cont'd)	<i>Indicators in this skill are divided into 5 sub-categories (see left column)</i> (cont'd)
Resilience	Practice 'bouncing back' after adversity, mistakes and failures
	Practice 'failing well'
	Practice dealing with disappointment and unmet expectations
	Practice dealing with change

Self-Management cont'd:

MYP Skill Cluster:	MYP Skill Indicator:
Reflective Skills: How can students be reflective?	(Re-)considering what has been learned, choosing and using ATL skills
	Develop new skills, techniques and strategies for effective learning
	Identify strengths and weaknesses of personal learning strategies (self-assessment)
	Demonstrate flexibility in the selection and use of learning strategies
	Try new ATL skills and evaluate their effectiveness
	Consider content (What did I learn about today? What don't I yet understand? What questions do I have now?)
	Consider ATL skills development (What can I already do? How can I share my skills to help peers who need more practice? What will I work on next?)
	Consider personal learning strategies (How efficiently and effectively am I learning? How can I become more flexible in my choice of learning strategies?)
	Focus on the process of creating by imitating the work of others
	Consider ethical, cultural or environmental implications
	Keep a journal to record reflections

Research:

MYP Skill Cluster:	MYP Skill Indicator:
Information Literacy Skills: How can students demonstrate information literacy?	Finding, interpreting, judging and creating information
	Collect, record and verify data
	Access information to be informed and inform others
	Make connections between various sources of information
	Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
	Use memory techniques to develop long-term memory
	Present information in a variety of formats and platforms
	Collect and analyze data to identify solutions and/or make informed decisions
	Process data and report results
	Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
	Understand and use technology systems
	Use critical-literacy skills to analyze and interpret media communications
	Understand and implement intellectual property rights

Research cont'd:

MYP Skill Cluster:	MYP Skill Indicator:
Information Literacy Skills: How can students demonstrate information literacy? <i>(cont'd)</i>	Finding, interpreting, judging and creating information <i>(cont'd)</i>
	Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
	Identify primary and secondary sources

Research cont'd:

MYP Skill Cluster:	MYP Skill Indicator:
Media Literacy Skills: How can students demonstrate media literacy?	Interacting with media to use and create ideas and information
	Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)
	Demonstrate awareness of media interpretations of events and ideas (including digital social media)
	Make informed choices about personal viewing experiences
	Understand the impact of media representations and modes of presentation
	Seek a range of perspectives from multiple and varied sources
	Communicate information and ideas effectively to multiple audiences using a variety of media and formats
	Compare, contrast, and draw connections among (multi)media resources

Thinking:

MYP Skill Cluster:	MYP Skill Indicator:
Critical Thinking Skills: How can students think critically?	Analyzing and evaluating issues and ideas
	Practice observing carefully in order to recognize problems
	Gather and organize relevant information to formulate and argument
	Recognize unstated assumptions and bias
	Interpret data
	Evaluate evidence and arguments
	Recognize and evaluate propositions
	Draw reasonable conclusions and generalizations
	Test generalizations and conclusions
	Revise understanding based on new information and evidence
	Evaluate and manage risk
	Formulate factual, topical, conceptual and debateable questions

Thinking cont'd:

MYP Skill Cluster:	MYP Skill Indicator:
Critical Thinking Skills: How can students think critically? <i>(cont'd)</i>	Analyzing and evaluating issues and ideas <i>(cont'd)</i>
	Consider ideas from multiple perspectives
	Develop contrary or opposing arguments
	Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding
	Propose and evaluate a variety of solutions
	Identify obstacles and challenges
	Use models and simulations to explore complex systems and issues
	Identify trends and forecast possibilities
	Troubleshoot systems and applications

Thinking cont'd:

MYP Skill Cluster:	MYP Skill Indicator:
Creative Thinking Skills: How can students be creative?	Generating novel ideas and considering new perspectives
	Use brainstorming and visual diagrams to generate new ideas and inquiries
	Consider multiple alternatives, including those that might be unlikely or impossible
	Create novel solutions to complex problems
	Make unexpected or unusual connections between objects and/or ideas
	Design improvements to existing machines, media and technologies
	Design new machines, media and technologies
	Make guesses, ask "what if" questions and generate testable hypotheses
	Apply existing knowledge to generate new ideas, products or processes
	Create original works and ideas; use existing works and ideas in new ways
	Practice flexible thinking – develop multiple, opposing, contradictory and complementary arguments
	Practice visible thinking strategies and techniques
	Generate metaphors and analogies

Thinking cont'd:

MYP Skill Cluster:	MYP Skill Indicator:
Transfer Skills: How can students transfer skills and knowledge across disciplines and subject groups?	Utilizing skills and knowledge in multiple contexts
	Use effective learning strategies in subject groups and disciplines
	Apply skills and knowledge in unfamiliar situations
	Inquire in different contexts to gain a different perspective
	Compare conceptual understanding across multiple subject groups and disciplines
	Make connections between subject groups and disciplines
	Combine knowledge, understanding and skills to create products or solutions
	Transfer current knowledge to learning of new technologies
	Change the context of an inquiry to gain different perspectives