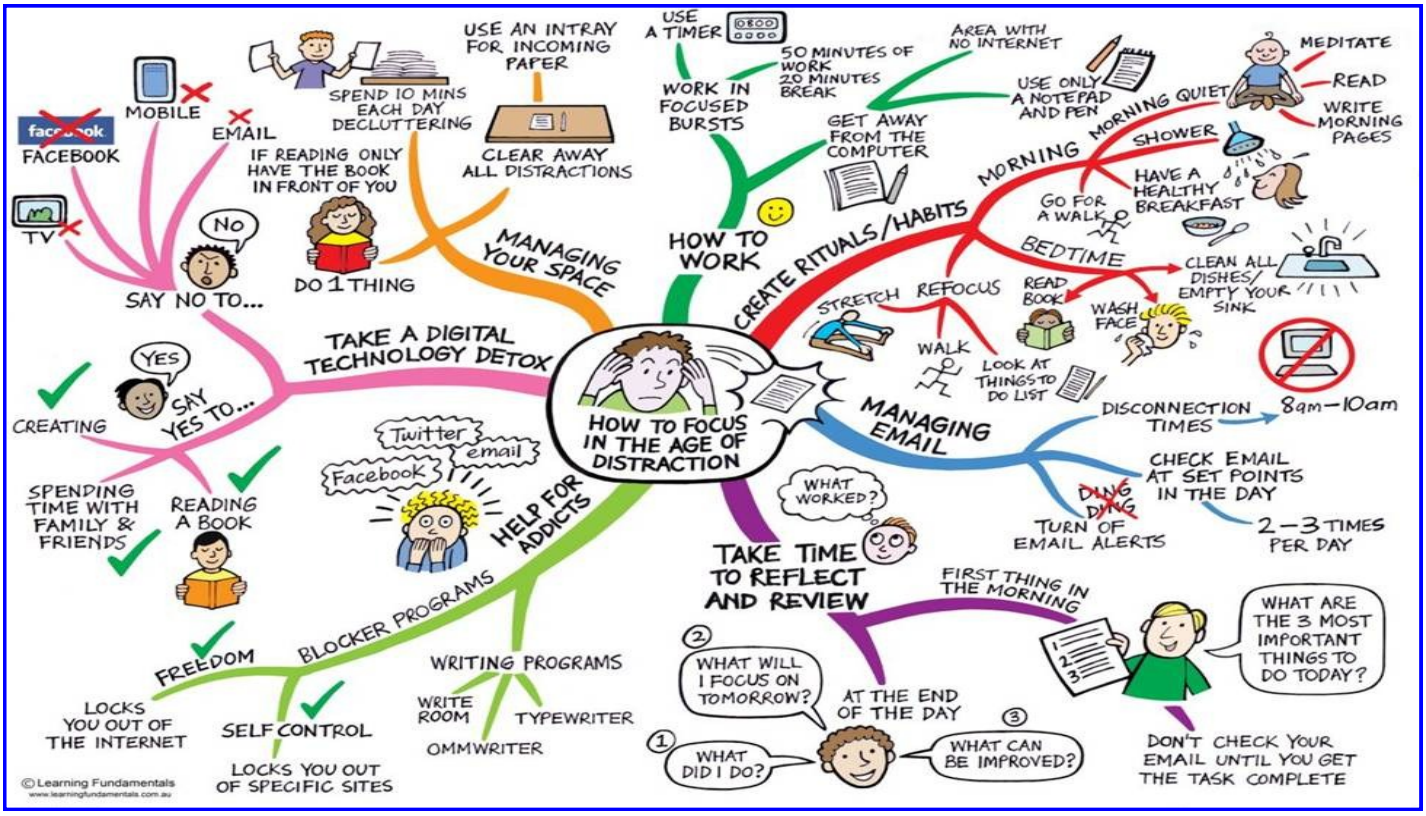
Maximize Your Potential with the IB Middle Years Programme by Ms. Keshetta Henderson



MYP Feature of the Month: Approaches to Learning

What is ATL?

- Skills (that have been identified in each MYP unit) that students will develop through their inquiry
- Skills that students will demonstrate in the formative (beginning/throughout a unit) and summative (end of a unit) stages of assessment
- Designed to promote student engagement, deep understanding, transfer of skills and academic success They lead to deeper understanding or offer other perspectives from which to understand the identified key concept.
- Encompasses both general and discipline-specific skills

How are ATL skills Developed?

⇒ Models
⇒ Clear expectations
⇒ Developmental benchmarks
⇒ Multiple opportunities to practice
⇒ Regular, specific feedback via learning engagements and formative assessment

How are ATL skills Structured in the MYP?

♦ Consists of five categories
♦ Extends the five categories into 10 developmentally appropriate clusters
♦ Interconnected; frequently overlap and may be relevant to more than one skill category
♦ **Most powerful when teachers plan and students engage with them in relation to significant and relevant content knowledge in order to develop transferable understanding**

Key Questions to be Answered

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skills can I learn?

ATL Student Competence Levels

⇒ Novice/beginning—students are introduced to the skill, and can watch others performing it (observation)
⇒ Learner/developing—students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
⇒ Practitioner/using—students employ the skill confidently and effectively (demonstration)
⇒ Expert/sharing—students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

When visiting an MYP Classroom, approaches to learning will be noted on the board and/or teacher unit plan.

Both teacher and student will be actively engaged in the exploration/application of these ATL skills

within the classroom and global community.

Students are expected to interact with this terminology and make it an integral part of their working vocabulary.

Communication-ATL Category # 1	
I. 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 peers and experts using a variety of digital environments and media • Share ideas with multiple audiences using a variety of digital environments and media
How can students demonstrate communication through language?	**Reading, writing and using language to gather and communicate information** • Read critically and 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 • Organize and depict information logically • Structure information in summaries, essays and reports

Social-ATL Category # 2	
II. Collaboration 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 actions • 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 • Advocate for one's own rights and needs
Self-management-ATL Category # 3	
III. 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 academ-ic 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

IV. Affective skills	
How can students manage their own state of mind?	**Managing state of mind** • 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 stress and anxiety • Self-motivation • Practice analyzing and attributing causes for failure • Practice managing self-talk • Practice positive thinking • Resilience • Practice “bouncing back” after adversity, mistakes and failures • Practice “failing well” • Practice dealing with disappointment and unmet expectations • Practice dealing with change
V. Reflection skills	
How can students be reflective?	**(Re) considering the process of learning; 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 • What can I do to become a more efficient and effective learner? • How can I become more flexible in my choice of learning strategies? • What factors are important for helping me learn well? • Focus on the process of creating by imitating the work of others • Consider ethical, cultural and environmental implications • Keep a journal to record reflections

Research-ATL Category # 4	
VI. 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 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 • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions • Identify primary and secondary sources
VII. 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 multimedia resources

Thinking-ATL Category # 5	
VIII. 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 an 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 debatable questions • 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
IX. 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 authentic 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

X. Transfer skills	
How can students transfer skills and knowledge across disciplines and subject groups?	**Using 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