

Pre-Kindergarten

Approaches to Learning are a key part of an IB education and work alongside the learner profile, knowledge, conceptual understanding, and inquiry in the Primary Years Programme (PYP).

The focus of ATLs is on teaching students how to learn. The skills are grouped into five categories:

- ☐ Communication Skills
- ☐ Research Skills
- ☐ Self-management Skills
- ☐ Social Skills
- ☐ Thinking Skills

These skills are designed to help students of all ages become independent learners able to ask thoughtful questions, set goals, and drive their own learning paths. The ATLs also promote student agency, encouraging students to take an active role in their learning.

Teachers develop these skills by creating meaningful, real-world learning experiences that allow students to become lifelong learners.

 • Exchanging-information skills • Literacy skills • ICT skills COMMUNICATION SKILLS Pre-Kindergarten Communication Skills						
Exchanging Information			Literacy		Digital Citizenship	
Listening	Interpreting	Speaking	Reading	Writing	Media Representation	Informed Choices
I am beginning to listen to directions and follow instructions	I am learning to recognise, create and make meaning using symbols, signs and sounds	I am learning to speak clearly to express my ideas	I listen to a variety of texts for enjoyment and information with support	I am beginning to draw pictures to share my thoughts or express myself	I am being exposed to both print and digital media to find information	I am beginning to experiment with different ways to communicate with others
I am beginning to listen to others respectfully	I am learning to make eye-contact with people while they speak to show that I am listening	I am beginning to share ideas and opinions in both small and large groups	I am beginning to answer questions about stories I have listened to	I can tell someone about a story I have listened to	With adult support, I can look back at my work on a digital platform and talk about what I learned	
				I am beginning to give meaning to my mark-making: pictures, symbols, letters or words		

 RESEARCH SKILLS • Information-literacy skills • Media-literacy skills • Ethical use of media/information Pre-Kindergarten Research Skills								
Information Literacy				Media Literacy			Ethical Use	
Formulating and planning	Gathering and recording	Synthesizing and interpreting	Evaluating and communicating	Consuming and processing	Considering online perspectives	Creating	Ethical Use	Reliability of sources
I am beginning to ask questions to help me understand	I am beginning to find information that I need from resources my teacher provides	I am beginning to sort and categorise information	I am beginning to find connections between pieces of information	I am beginning to use media to share my ideas with others e.g. take photos of 3D objects around the school	I can vote to say whether I agree or disagree with information I am shown e.g. take part in a survey for favourite fruit	I can share information in more than one way e.g. use or draw a picture	I am part of a class that uses media safely and honestly	I can vote with my classmates to say if I think information is true or false on a website
	I can talk to my teacher to share what I have learned		I am beginning to talk about how I got my information			When given options, I can choose one way to share my learning	I am beginning to take part in discussions about where information comes from	I am beginning to ask questions about information presented

 SELF-MANAGEMENT SKILLS • Organization skills • States of mind Pre-Kindergarten Self-Management Skills							
Organisational Skills			States of Mind				
Managing self	Time management	Goal setting	Mindfulness	Perseverance	Emotional management	Self-motivation	Resilience
I am beginning to follow class routines using a visual timetable	I am beginning to understand the concept of time in relation to my school day e.g. playtime comes before lunchtime	I have some understanding of my strengths and am beginning to express areas that I want to improve on e.g. learning to ride a bike	I try my best to focus on one task at a time	I am learning to ask for help when faced with a challenge or a new learning experience	I am becoming more aware of my emotions and how they affect me	I engage in a range of self-initiated activities in class and in the playground	I am beginning to understand that mistakes will help me to learn
I can gather some of the equipment and tools that I need for self-led activities	I am beginning to complete teacher-led tasks in the given time			I am beginning to come up with my own ideas to solve a problem or tackle		I am beginning to engage in some teacher-lead activities	

				new concepts			
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SOCIAL SKILLS • Developing positive interpersonal relationships and collaboration skills • Developing social-emotional intelligence 		Pre-Kindergarten Social Skills			
Intrapersonal		Interpersonal Relationships			
Self-control	Emotional intelligence	Accepting responsibility	Respecting others	Cooperating	Resolving conflict
I am beginning to separate from my parents/carers in the morning without feeling sad	I am beginning to use words to express my feelings, needs and wants	I am beginning to have some awareness that my actions may affect other people	I am beginning to use kind words when interacting with my peers	I am beginning to share resources and take turns with support	I am beginning to resolve conflicts with my peers with support
I am beginning to wait my turn and control my immediate impulses	I am beginning to identify and name my feelings e.g. anger, frustration, excitement	I am beginning to 'own' my wrongdoings and understand that it is important to be truthful when mistakes are made	I am beginning to use words that show appreciation and gratitude e.g. <i>thank you, please, sorry, please excuse me</i>	I am beginning to listen to my peers without interrupting	
			I am beginning to show respect to others by caring for their needs e.g. help a friend that has fallen over	I am beginning to forge friendships with some of my peers based on common interests	

THINKING SKILLS  • Critical-thinking skills • Creative-thinking skills • Transfer skills • Reflection/metacognitive skills		Pre-Kindergarten Thinking Skills						
Critical Thinking			Creative Thinking		Transfer Skills		Reflection	
Analysis	Evaluation	Forming decisions	Generating ideas	Considering new perspectives	Application	Multiple contexts	Reflection	Metacognition
I can listen to ideas and say whether I like the idea or not	I am beginning to make connections between ideas and my own experiences	I am beginning to suggest solutions to simple problems relevant to me with support	I can suggest ideas for play activities and drive my own learning	I am learning to think about different solutions to problems when I am playing e.g. how to	I am beginning to transfer my own experiences to new learning situations	I am beginning to connect and combine knowledge and skills I have been developing in	I am beginning to reflect on things that I have learnt by answering questions with	I can say whether I know something or not

				share resources		different ways	some relevance	
		I am beginning to say whether I think something is correct/true based on my own experiences	I am beginning to participate in small group discussions about ideas that are important to me				I am beginning to show a preference for things that I am interested in and enjoy learning about	