ATL SKILLS AT SENECA VALLEY HS

Learning to SOAR



Why IB Approaches to Learning?

The development of skills such as thinking skills and communication skills is frequently identified as a crucial element in preparing students effectively for life beyond school. Yet many students struggle with some of the basic skills of effective learning. Skills are highly teachable though and can be increased through the deliberate use of techniques and strategies, feedback and challenge. Some of the key questions to be answered by students with respect to ATL skills include: 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? And, most importantly, ***How can I be an effective learner?*** The ATL Skills are broken down into 5 categories.

Category	*Subcategories*	*Student Skills*
Communication 	**Interaction** *Students can exchange thoughts, messages and information effectively through interaction.* **How can students demonstrate communication through interaction?**	• Give and receive meaningful feedback • Use intercultural communication to interpret understanding • 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 effectively use mode 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
	Language *Students can read, write and use language to*	• Read critically and for comprehension • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions

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	communicate information effectively. **How can students demonstrate communication through language?**	• 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 	**Collaboration** *Students can work effectively with others.* ***How can students collaborate?***	• Use social media networks appropriately to build and develop relationships • Practise 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
Research	**Information Literacy** *Students can find, interpret,*	• Collect, record and verify data • Access information to be informed and inform others

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	*judge and create information.* ***How can students demonstrate information literacy?***	• 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 analyse 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 analyse 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
	Media Literacy *Students can interact with media to use and create ideas and information.* ***How can students demonstrate media literacy?***	• Locate, organize, analyse, 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
Self-	**Affective Skills**	• Practise focus and concentration • Practise strategies to develop mental focus

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Management



Students can manage their own state of mind, concentrate and be focused. They can learn from their mistakes and their problems. ***How can students manage their own state of mind?***	• Practise strategies to overcome distractions • Practise being aware of body–mind connections • Demonstrate persistence and perseverance • Practise delaying gratification • Practise strategies to overcome impulsiveness and anger • Practise strategies to prevent and eliminate bullying • Practise strategies to reduce stress and anxiety • Practise analysing and attributing causes for failure • Practise managing self-talk • Practise positive thinking • Practise "bouncing back" after adversity, mistakes and failures • Practise "failing well" • Practise dealing with disappointment and unmet expectations • Practise dealing with change
Organization Skills *Students can manage their time and tasks effectively. Students use technology use.* ***How can students demonstrate organizational skills?***	• 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
	• Develop new skills, techniques and strategies for effective learning

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	Reflection *Students can (re)consider the process of learning. They can choose and use effective ATL skills.* ***How can students be reflective?***	• 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 • Keep a journal to record reflections
Thinking 	**Critical Thinking** *Students can analyze and evaluate issues and ideas.* ***How can students think critically?***	• Practise 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

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		• Identify obstacles and challenges • Use models and simulations to explore complex systems and issues • Identify trends and forecast possibilities • Troubleshoot systems and applications
	Creative Thinking *Students can generate new ideas and perspectives.* ***How can students be creative?***	• 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 educated 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 • Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments • Practise visible thinking strategies and techniques • Generate metaphors and analogies
	Transfer *Students can use knowledge and skills in new contents.* ***When are students practicing the skill of transferring?***	• 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

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