



# PART 2

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## Approaches to Learning



## 2.1 | Approaches to Learning

When planning a unit, it is essential that all stakeholders are aligned in their thinking: what do we want students to know, understand, and be able to do as a result of their learning? By forming clear objectives, we are better able to support student thinking and provide meaningful opportunities for learning and growing.

To me, the ATL is like a bridge that connects the conceptual understandings to our curricular expectations. Using the ATL to develop our content and language objectives creates a sense of cohesion and clarity for planning and teaching.

# A New Way to Plan for the ATL

## ■ Overview

The first three sections summarize Principles to Practice and provide an overview of the ATL, goals for teaching, and some ideas regarding best practices.

## ■ Language of the ATL

Using the descriptors for expected outcomes for the ATL skills, I identified a list of the key language functions. A language function refers to what students do as they engage with content and interact with others.

## ■ What do we want students to do?

For each language function, I created sentence stems that are differentiated using the SOLO Taxonomy Model. These language functions can be shared explicitly with students and can be used to form and track objectives connected to the ATL.

## ■ Objective planner

This planning tool can be used to explicitly identify the knowledge, understandings, and skills to be taught in a unit. I have also included an exemplar planner as a reference.



## 2.2 | What are the ATL?



## Thinking

Students analyze ideas and explore creative solutions to solving real world problems.



## Communication

Students use diverse media to express their ideas and share their thinking with others.



## Research

Students have systems for finding and sharing their questions and understandings.



## Self-management

Students learn to manage their time, tasks, and emotions successfully.



## Social

Students develop empathy and the skills to engage successfully in a learning community.



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## 2.3 | Why the ATL?

# Importance of the Approaches to Learning

## Importance of the Approaches to Learning

- Ask open-ended questions
- Set effective goals
- Show motivation and perseverance
- Try different learning processes
- Self-assess and self-adjust
- Reflect on achievement



## 2.4

# Best Practices to Develop the ATL

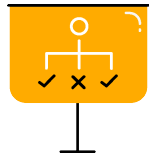
# Best practices to develop the ATL



Recognize and support natural abilities and talents



Model and scaffold skills



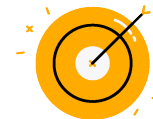
Use explicit strategies for providing feedback and challenge



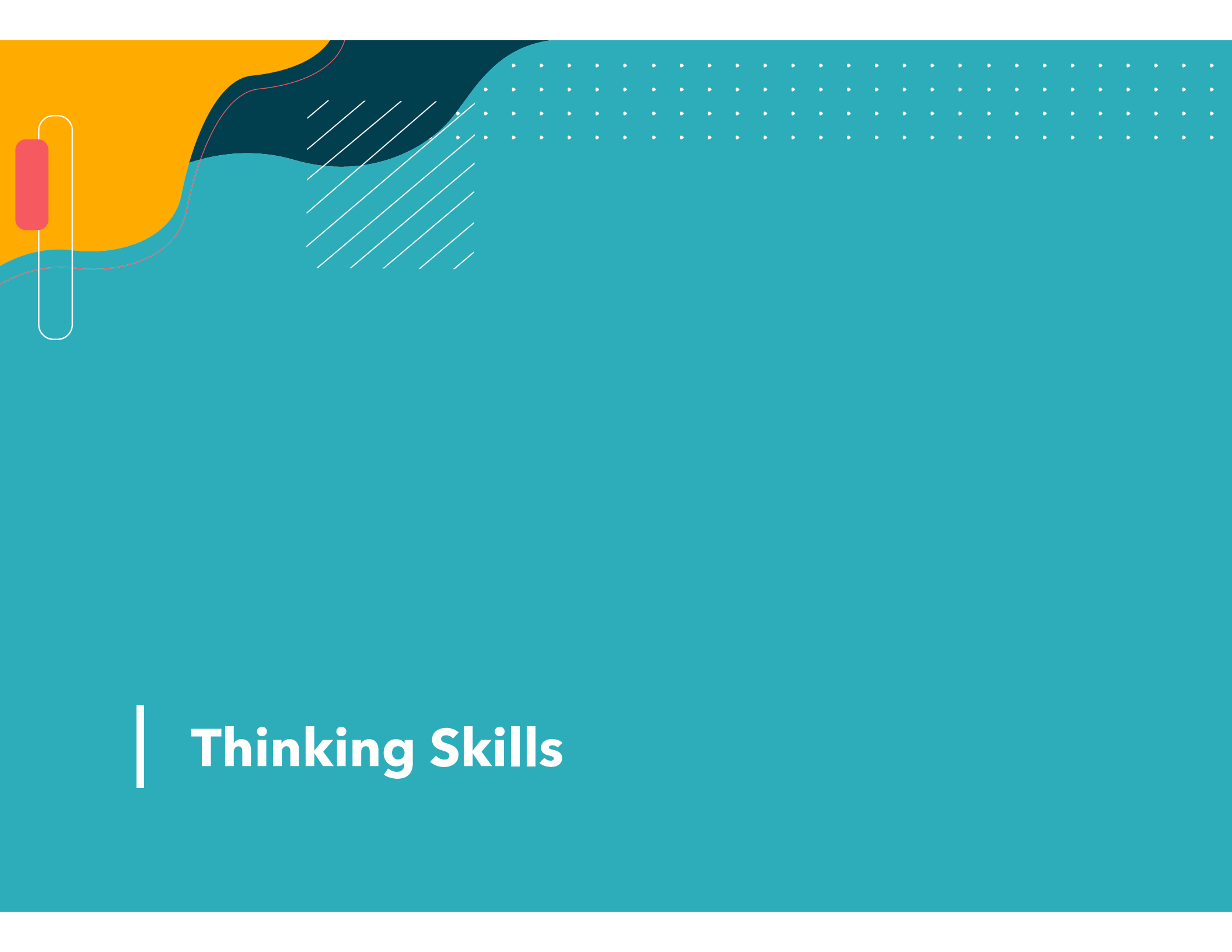
Identify, model, and teach the language students will need to be successful with the skills



Use flexible grouping to allow peers to learn with and from each other



Set, monitor, and reflect on goals related to the ATL



# | Thinking Skills

# Thinking Skills

## Language Functions:

- Analyze
- Evaluate
- Deduce
- Explain
- Investigate
- Reflect



# What do we want students to do in Thinking Skills?

## Measurable and Assessable Skills

Analyze	Break down in order to bring out the essential elements or structure; to identify parts and relationships, and to interpret information to reach conclusions
Evaluate	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria
Deduce	Reach a conclusion from the information given
Explain	Give a detailed account including reasons or causes
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
Reflect	Think about deeply; consider



# Language of the ATL

What language can students use to share their understanding of Thinking Skills?



I have one/many ideas



I can connect my ideas



I can form generalizations

Analyze	I noticed... One problem I see is...	This is organized like... One part to notice is...	A relationship I noticed is... If... then... We could try...
Evaluate	I think... because...	I think the best solution is... Another perspective to consider is...	I think the best solution is... Another perspective to consider is...
Deduce	We should...because...	Based on (new information), we could try... Let me show you what I mean...	It might not be possible, but what if we tried... I used to think...but now I think...
Explain	I remember...	This connects to what we learned in...	I could use this understanding to...
Investigate	I noticed... I learned that...	What if... I could find out by...	I could use my knowledge of... to help me explore... One method I could try is...
Reflect	One area of strength/ growth for me is...	A new skill I learned is...	I learn best when/with... Next time I could... I could create...



# | Communication Skills

# Communication Skills

## Language Functions:

- Negotiate
- Justify
- Outline
- Inform
- Persuade
- Entertain



# What do we want students to do in Communication Skills?

## Measurable and Assessable Skills

<b>Negotiate</b>	(Listening/interpreting) Consider an argument or a concept in a way that uncovers the assumptions and interrelationships of the issue
<b>Justify</b>	Give valid reasons or evidence to support an answer or conclusion
<b>Outline</b>	Give a brief account or summary
<b>Inform</b>	Display or share information in a thoughtful or logical form
<b>Persuade</b>	Cause someone to do or think something different using logic and reason, emotion, and/or authority
<b>Entertain</b>	Consider the needs of a diverse audience; use multiple modalities and creativity to help an audience engage with new ideas

# Language of the ATL

What language can students use to share their understanding of Communication Skills?



I have one/many ideas



I can connect my ideas



I can form generalizations

	I have one/many ideas	I can connect my ideas	I can form generalizations
<b>Negotiate</b>	I think we should...	What makes you say... Can you explain what you meant by... If...then...	One assumption I had was... We could connect our ideas by... If we change...then...
<b>Justify</b>	I think... because...	Based on...my opinion is...	I respectfully disagree because... One difference in our thinking is...
<b>Outline</b>	First...next...then...last	To summarize...	....is like... I can show you my thinking by...
<b>Inform</b>	I learned...	Another way I could help someone understand this idea is...	The best medium to help my audience understand would be...
<b>Persuade</b>	I noticed... I learned that...	Some ways you can make a difference are... The impact of...is...	This thought/action aligns with your values because...
<b>Entertain</b>	I could show my learning by...	Another way to show this idea would be...	Thinking about my audience, I could... I could create...



# | Research Skills

# Research Skills

## Language Functions:

- Prove
- Demonstrate
- Interpret
- Explore
- Document
- Discuss



# What do we want students to do in Research Skills?

## Measurable and Assessable Skills

Prove	Use a sequence of logical steps to obtain the required result in a formal way
Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples or practical application
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information
Explore	Undertake a systematic process of discovery
Document	Credit sources of information used by referencing (or citing) following one recognized referencing system; references should be included in the text and also at the end of the piece of work in a reference list or bibliography
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence



# Language of the ATL

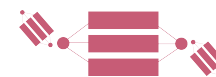
What language can students use to share their understanding of Research Skills?



I have one/many ideas



I can connect my ideas



I can form generalizations

Prove	A question I have is... I could start by...	My plan for finding out is... Some tools I could use are...	The best tool to use would be...because...
Demonstrate	I learned that... One thing I learned is...	I could show my thinking by... Another example of... is... You could sort these by...	This idea could be used for... Another way to understand this is...
Interpret	I know... so...	The author states... Based on the evidence...	A current trend in thinking... One theory about this is...
Explore	One thing I want to know about is...	My plan for better understanding this is...	I learn best by.. This questions is connected to...
Document	I saw... I noticed... I learned...	According to the author(s)... Many people think...	A pattern than emerged from the data is...
Discuss	My opinion is...	I (dis)agree with...because	Another perspective to consider is... Some people believe... but others...



# | Self-management Skills

# Self-management Skills

## Language functions:

- Organize
- Prioritize
- Suggest
- Apply
- Comment
- Affirm



# What do we want students to do in Self-management Skills?

## Measurable and Assessable Skills

<b>Organize</b>	Put ideas and information into a proper or systematic order
<b>Prioritize</b>	Give relative importance to, or put in an order of preference
<b>Suggest</b>	Propose a solution, hypothesis or other possible answers
<b>Apply</b>	Use knowledge and understanding in response to a given situation or real circumstances; use an idea, equation, principle, theory or law in relation to a given problem or issue
<b>Comment</b>	Give a judgment based on a given statement or result of a calculation
<b>Affirm</b>	Practice positive thinking and language that reinforces motivation of the self and group

# Language of the ATL

What language can students use to share their understanding of Self-management Skills?



**I have one/many ideas**



**I can connect my ideas**



**I can form generalizations**

<b>Organize</b>	My goal is to... Some steps I could take are...	A challenge I might face is... Some tools I could use are...	To organize myself/my group, I will... This is a SMART goal because...
<b>Prioritize</b>	The most important part of this project is...	...might take the most time We will need to work together to...	I value...so... We could delegate these tasks by...
<b>Suggest</b>	I need... to be successful	Our group could manage conflict by...	Given our areas of strength and areas of growth... To avoid distraction, we could...
<b>Apply</b>	I work best when/ with...	We could show a growth mindset by... Based on...we should	We could be more (learner profile) by... From this setback, we learned...
<b>Comment</b>	My area of strength/ growth is...	Using the criteria, I/you could improve on...	Based on this feedback, a next step I could take is...
<b>Affirm</b>	You/we/I can do it!	Even though...we could... I like how...	One strategy we could use is...



# | Social Skills

## Social Skills Language Functions:

- Empathize
- Advocate
- Cooperate
- Regulate



# What do we want students to do in Social Skills?

## Measurable and Assessable Skills

### Empathize

Listen and relate to someone else's emotional experience and perspective

### Advocate

Stand up for the rights and needs of one's self and others

### Cooperate

Find compromises based on the needs of the individuals and the group

### Regulate

Be self and socially aware; adjust actions to meet the needs of a situation or group



# Language of the ATL

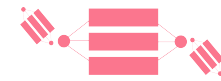
What language can students use to share their understanding of Social Skills?



I have one/many ideas



I can connect my ideas

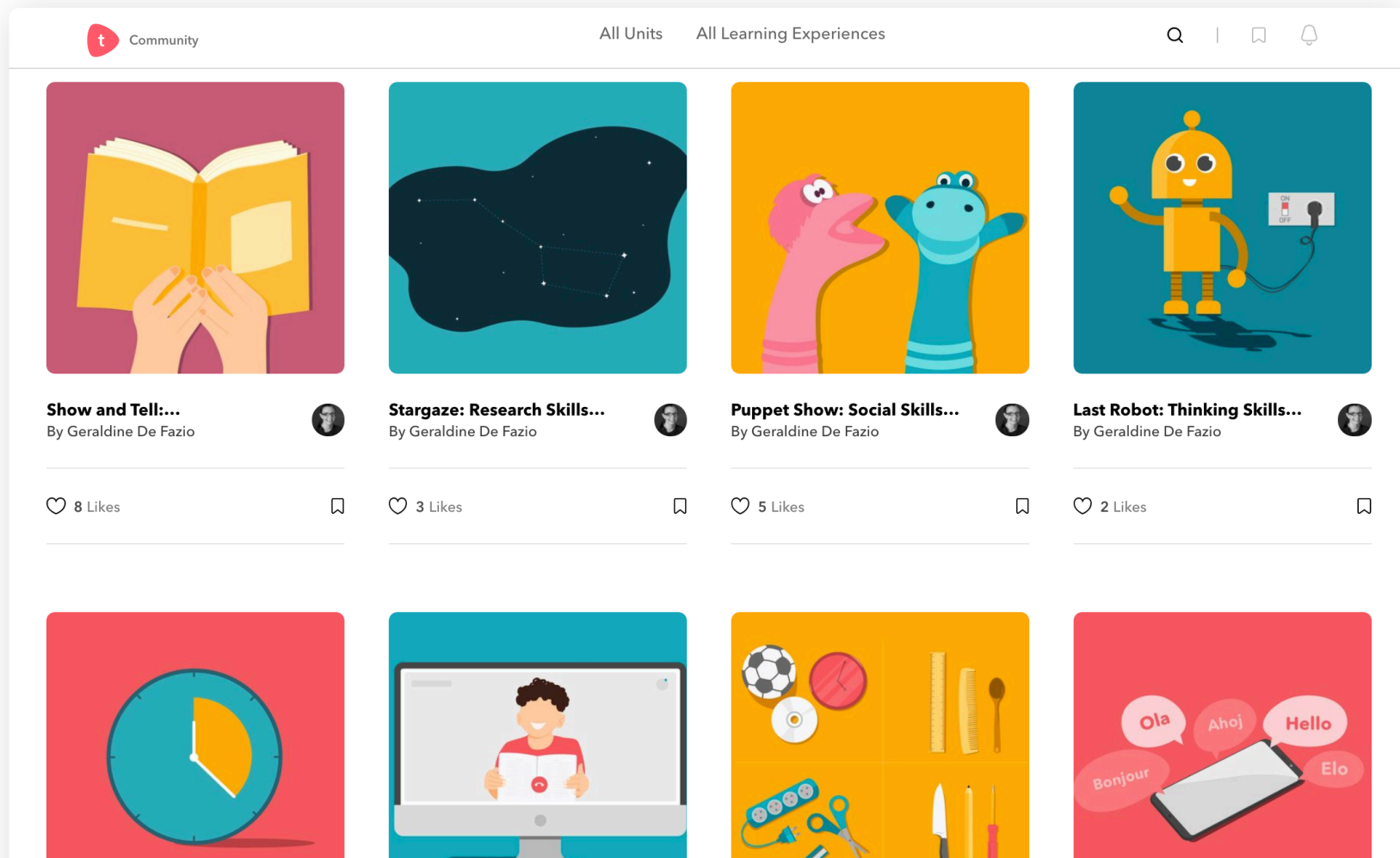


I can form generalizations

<b>Empathize</b>	Do you feel/need... I hope you feel better...	I can hear/see/sense that... I'm here to listen...	Would you like my help in figuring this out? What I hear is...Is that right?
<b>Advocate</b>	I need...to be successful I need help because... I'm confused about...	I feel... and I need... We/I have a right to... Some things that help me are....	We could help others by... We could increase access by... When you say/do...It makes me feel...and what I want/need is...
<b>Cooperate</b>	I (don't) think we should...because	I'd like to hear...'s opinion What are our individual and group goals?	We could all share our ideas by... One compromise we could make is...
<b>Regulate</b>	I am feeling...	It seems like we need... Does everyone feel....	Based on our essential agreements, I think we should... How might we solve this problem?

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**2.5**

## **Applying our ATL Understanding**

# Applying our ATL Understanding

Teachers in the PYP aim to make connections and embed the Approaches to Learning in a meaningful way into the Unit of Inquiry. In the template on the next page, you are going to consider the ATL and the Language of the ATL from the previous section to write learning goals and success criteria for a unit of inquiry.

- Before you fill the planner, please make sure you have identified a Transdisciplinary Theme, a Central Idea, and Lines of Inquiry.
- Then you can use the language of the ATL to set intentional learning goals and success criteria. You can also look at the sample planner for inspiration and guidance!

# Applying our ATL Understanding

**Big Question: What will students be able to do as a result of their learning?**

@mscindypyp



Central Idea:

Lines of inquiry

- 
- 
- 

At the end of this unit, students will...

Know	Understand	Be able to
What is the enabling knowledge that is necessary for students to possess?	If the unit is successful, what will students understand as a result of their learning?	If the unit is successful, what skills or strategies will students possess?
ATL: Reflecting on your goals for this unit, which ATL(s) makes the most sense?	I Can... Form 4-6 "I can" grade appropriate statements for (or with) students to explore throughout the unit using ATL language	
What will students do (choose 2-3 language functions)		

**Big Question: What will students be able to do as a result of their learning?**

@mscindypyp



Central Idea:

Entrepreneurs provide goods and services that must compete to succeed in a market economy.

Lines of inquiry

- How market economies function
- Marketing, advertising, and consumer needs
- Developing a sustainable business plan

At the end of this unit, students will...

Know	Understand	Be able to
What is the enabling knowledge that is necessary for students to possess?	If the unit is successful, what will students understand as a result of their learning?	If the unit is successful, what skills or strategies will students possess?
<ul style="list-style-type: none"> <li>• Basics of economics (supply, demand, scarcity, producer, consumer, goods, services)</li> <li>• Advertising/ persuasive strategies (ethos, pathos, logos)</li> <li>• Compass of sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Function: Markets are influenced by the needs and wants of consumers and the availability of goods and services</li> <li>• Causation: Consumers make choices about what to buy based on their needs and wants. Producers use marketing to appeal to wants and needs</li> <li>• Responsibility: Producers and consumers are responsible for developing/buying sustainable products.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a business plan using their understanding of economics.</li> <li>• Present a business plan to investors to receive funding</li> <li>• Develop a sustainable good or service to meet the needs of our community</li> <li>• Advertise and sell their product to consumers</li> <li>• Analyze the success of their business</li> </ul>
ATL: Reflecting on your goals for this unit, which ATL(s) makes the most sense?	I Can... Form 4-6 "I can" grade appropriate statements for (or with) students to explore throughout the unit using ATL language	
Self-management	Suggest:	Apply:
What will students do (choose 2-3 language functions)		

[Get your template here](#)

