

IBICUS LIVE INTERACTIVE VIRTUAL WORKSHOPS

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WORKSHOP AGENDA

SUBJECT	Approaches to Teaching and Learning	Category: 3
Programmes:	DP and CP	Dates: 21-23rd September
Leader	Rebecca Pickard	

Pre-workshop information and preparation: 1 HOUR

- **Prior to Session 1:** Read through IB's Approaches to Teaching and Learning (ATL) site, available from My IB Programme Resource Centre (PRC) and choose any one of the ATL skills. Take a photograph of yourself using the chosen skill at home or at work or within a social situation
 - **Prior to Session 3:** Participants look at all available IB documents regarding ATL for their specific programme (age-group) with regard to ATL
 - **Prior to Session 9:** Read NSW article
 - If you do not have access to the PRC please notify your Programme Coordinator
 - If you are not in an IB World School and are without access to the PRC please let me know as soon as possible.
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Day 1: 08:30- 14:00 SESSIONS 1-4

All times are UK time

08:30-08:55	WORKSHOP SET-UP Welcome, navigation, app usage, general housekeeping
08:55-09:00	Break
09:00- 10:00	SESSION 1: Experiencing Learning using Skills

In order to reach the aims of the workshop, in this session, participants should be able to:

- explore the difference between knowledge and skill-based curriculums
- discuss the implications for a skill-based classroom

10:00 -10:15	Break
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10:15- 11:15 **SESSION 2: Transformative power of a skill-based curriculum**

In order to reach the aims of the workshop, in this session, participants should be able to:

- explore different styles of teacher regulation and the impact on teaching and learning
- inquire into how skills equip students to achieve goals
- discuss the relationship between the IB Learner Profile and a skills-equipped student.

11:15 –11:45 Break

11:45-12:45 **SESSION 3: IB ATL guidance/requirements**

In order to reach the aims of the workshop, in this session, participants should be able to:

- investigate the difference between guidance and requirement
- explore IB programme requirements and guidance related to ATL
- reflect on the developing understanding of ATL in relation to learning targets.

12:45- 13:00 Break

13:00 – 1400 **SESSION 4: Using ATL in the classroom**

In order to reach the aims of the workshop, in this session, participants should be able to:

- identify skills that are aligned with learning targets
- inquire into the explicit nature of teaching a skill
- inquire into the implicit nature of teaching a skill

Pre Day 2 reading and preparation: 30 minutes

Day 2: 09:00-15:00: SESSIONS 5 -7

All times are UK time

09:00-10:20 **SESSION 5: Self-Management**

In order to reach the aims of the workshop, in this session, participants should be able to:

- better understand the elements of the ATL category of self-management skills
- explore how self-management skills are explicitly developed in the classroom
- determine what mastery might look like for the skill learning engagement.

10:20 -11:50 Break

11:50-13:10 **SESSION 6: Social & communication skills**

In order to reach the aims of the workshop, in this session, participants should be able to:

- inquire into the ATL categories of social and communication skills

- explore how social and communication skills are explicitly developed in the classroom
- consider what mastery might look like for the skill learning engagement

13:10-13:40 Break

13:40-15:00 **SESSION 7: Research Skills**

In order to reach the aims of the workshop, in this session, participants should be able to:

- better understand the elements of the ATL category research skills
- explore how research skills are explicitly developed in the classroom
- consider what mastery might look like for the skill learning engagement

Pre Day 3 reading and preparation: 30 minutes

Day 3: 09:00-15:00 SESSIONS 8-10

All times are UK time

09:00-10:20 **SESSION 8: Thinking Skills**

In order to reach the aims of the workshop, in this session, participants should be able to:

- better understand the elements of the ATL category of thinking skills
- explore how thinking skills are explicitly developed in the classroom
- consider what mastery might look like for the skill learning engagement

10:20 -11:50 Break

11:50-13:10 **SESSION 9: Self-Assessment and ATL**

In order to reach the aims of the workshop, in this session, participants should be able to:

- investigate the role of self-assessment as part of the formative learning process
- explore the role of self-assessment in the development of ATL skills
- design a plan to create an ATL skills-driven curriculum.

13:10-13:40 Break

13:40-15:00 **SESSION 10: Planning for ATL implementation**

In order to reach the aims of the workshop, in this session, participants should be able to:

- analyse ATL skill learning engagements that facilitate explicit teaching of skill acquisition
- explicitly deliver an ATL skill learning engagement
- reflect on approaches to learning.

Post workshop reflection: 60 minutes