ibicus
LEADERS IN TEACHER TRAINING

Approaches to learning
21 – 23 FEBRUAR 2022
Cat: 3   with David Schwarzbauer

About this workshop

What skills positively influence and support a student's approach to life-long learning? All IB programmes develop the approaches to learning (ATL) skill categories of communication, social, self-management, research and thinking.

This **Category 3** workshop is provided by IBICUS Ltd, a licensed and fully authorised organiser of professional development programmes for the IB community and will:

- Develop a deeper understanding of ATL as a way for students to acquire and use skills developed over time in order to access learning.
- Consider contemporary research to apply metacognitive strategies throughout the learning process, with an emphasis on assessment as learning.
- Design the curriculum to encourage students to build these skills.
- Reflect on how developing affective, cognitive and meta-cognitive skills using a variety of strategies may increase the capacity of learners to become selfregulated and intrinsically motivated.

Pre-workshop information and preparation
It is essential that participants come ready to share their practice, ideas and resources. Therefore, please answer the questionnaire and do the preparatory tasks that will be shared with you one week before the start of the workshop.

APPS and materials
Please ensure that you have access to and (fairly) understand how to use (links will be shared with you in due time):
- ZOOM
- Google Drive
- MyIB
- Padlet
- Mentimeter
- AnswerGarden

DAY 1

UK Time	Session	Objective	Session Content
08:30 – 08:55	WORKSHOP SET UP	- Meet and greet - Ensure all participants have connectivity and access to materials and apps	Welcome, navigation, app usage, expectations, general housekeeping
08:55 – 09:00	BREAK		

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09:00 – 10:00	1.1 | Philosophy	- inquire into how skills equip students to achieve goals - discuss the relationship between the IB Learner Profile and a skills-equipped student - explore the difference between knowledge and skill-based curriculums	Knowledge vs skill-based curricula, Daniel Pink: "A Whole New Mind" (Design, Story, Symphony, Empathy, Play, Meaning), IB Learner Profile, teacher regulations, ATL skills
10:00 – 10:15	BREAK		
10:15 – 11:45	1.2 | ATL in the IB	- explore IB programme requirements and guidance related to ATL - reflect on the developing understanding of ATL in relation to learning targets - inquire into the explicit and implicit nature of teaching a skill	Guidance, IB ATL documents, tools, explicit and implicit skill teaching and learning, active listening, inquiry-based and skills-driven classrooms
11:45 – 12:00	BREAK		
12:00 – 13:30	1.3 | Self-management skills	- 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 excelling might look like for the skill learning engagement	Self-management skills, self-talk, growth mindset, affective skills

DAY 2			
UK Time	**Session**	**Objective**	**Session Content**
09:00 – 10:30	2.1 | Social and communication skills	- inquire into the ATL categories of social and communication skills - explore how social and communication skills are explicitly developed in the classroom - consider what excelling might look like for the skill learning engagement	Culture, communication skills, social skills,
10:30 – 10:45	BREAK		
10:45 – 11:45	2.2 | Research skills	- better understand the elements of the ATL category research skills - explore how research skills are explicitly developed in the classroom	Research skills, inquiry-based pedagogy, collect, record and verify

		- consider what excelling might look like for the skill learning engagement	
11:45 – 12:00	BREAK		
12:00 – 13:30	2.3	Thinking skills	- better understand the elements of the ATL category of thinking skills - explore how thinking skills are explicitly developed in the classroom - consider what excelling might look like for the skill learning engagement	Thinking skills, metaphors, constructivist approach

DAY 3

UK Time	Session	Objective	Session Content
09:00 – 10:30	3.1	Assessment	- 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	Self-assessment, self-reflection, roles of teacher, learner and school, explicit and implicit ATL teaching, skills-driven curriculum
10:30 – 10:45	BREAK		
10: 45 – 11:45	3.2	ATL-skills-driven curriculum	- analyze ATL skill learning engagements that facilitate explicit teaching of skill acquisition - explicitly deliver an ATL skill learning engagement - reflect on approaches to learning	Skills-driven curriculum, reflection, planning
11:45 – 12:00	BREAK		
12:00 – 13:30	3.3	Reflection and implementation	- reflect on approaches to learning - discuss the importance of meaningful student reflection on their own skill development - pose questions and formulate answers as a learning community	Skills-driven curriculum, reflection, planning