

## Approaches to learning

23-25 May 2022

IB Education Category 3 with Kawther Saa'd AlDin

### About this workshop

This workshop is provided by IBICUS Ltd, a licensed and fully authorised organiser of professional development programmes for the IB community.

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

- 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 in order 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 cognitive, affective and meta-cognitive skills using a variety of strategies may

increase the capacity of learners to become self-regulated and intrinsically motivated.

### Pre-workshop information and preparation

It is essential that participants come ready to share their practice, ideas and resources.

#### Pre-workshop information and preparation:

- To help us better meet your needs, please respond to the two questions in [this form](#). Kindly do so before or by Thursday the 19<sup>th</sup> of May 2022.
- download the [Zoom application](#).
- check your local workshop starting time. You may wish to use [this link](#).

### APPS and materials

Please ensure that you have access to and understand how to use the following:

- ZOOM
- Padlet
- Google Drive

## DAY 1

UK Time	Session	Objective: To explore the conceptual understandings of the workshop, we will:	Session Content
08:30 - 08:55	WORKSHOP SET UP	Meet and greet and ensure all participants have connectivity and access to materials and apps	Welcome, navigation, app usage, general housekeeping
08:55 - 09:00	BREAK		
09:00 - 10:00	1.1	<ul style="list-style-type: none"> <li>• explore the difference between knowledge and skill-based curriculums</li> <li>• discuss the implications for a skill-based classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• The transformative power of a skills-based education</li> </ul>

		<ul style="list-style-type: none"> <li>• explore different styles of teacher regulation and the impact on teaching and learning</li> <li>• inquire into how skills equip students to achieve goals</li> <li>• discuss the relationship between the IB Learner Profile and a skills-equipped student.</li> </ul>	
10:00 – 10:15	BREAK		
10:15 – 11:45	1.2	<ul style="list-style-type: none"> <li>• investigate the difference between guidance and requirement</li> <li>• explore IB programme requirements and guidance related to ATL</li> <li>• reflect on the developing understanding of ATL in relation to learning targets.</li> </ul>	<ul style="list-style-type: none"> <li>• IB ATL guidance/requirements</li> </ul>
11:45 – 12:00	BREAK		
12:00 – 13:30	1.3	<ul style="list-style-type: none"> <li>• identifying skills that are aligned with learning targets</li> <li>• inquire into the explicit nature of teaching a skill</li> <li>• inquire into the implicit nature of teaching a skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Using ATL in the classroom</li> </ul>

## DAY 2

UK Time	Session	Objective	Session Content
09:00 – 10:30	2.1	<ul style="list-style-type: none"> <li>• better understand the elements of the ATL category of self-management skills</li> <li>• explore how self-management skills are explicitly developed in the classroom</li> <li>• determine what mastery might look like for the skill learning engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-management</li> </ul>
10:30 – 10:45	BREAK		
10:45 – 11:45	2.2	<ul style="list-style-type: none"> <li>• inquire into the ATL categories of social and communication skills</li> <li>• explore how social and communication skills are developed explicitly in the classroom</li> <li>• consider what mastery might look like for the skill learning engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Social &amp; communication skills</li> </ul>
11:45 – 12:00	BREAK		

12:00 – 13:30	2.3	<ul style="list-style-type: none"> <li>• better understand the elements of the ATL category of research skills</li> <li>• explore how research skills are explicitly developed in the classroom</li> <li>• consider what mastery might look like for the skill learning engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Research skills</li> </ul>
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## DAY 3

UK Time	Session	Objective	Session Content
09:00 – 10:30	3.1	<ul style="list-style-type: none"> <li>• better understand the elements of the ATL category of thinking skills</li> <li>• explore how thinking skills are explicitly developed in the classroom</li> <li>• consider what mastery might look like for the skill learning engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking skills</li> </ul>
10:30 – 10:45	BREAK		
10:45 – 11:45	3.2	<ul style="list-style-type: none"> <li>• investigate the role of self-assessment as part of the formative learning process</li> <li>• explore the role of self-assessment in the development of ATL skills</li> <li>• design a plan to create an ATL skills-driven curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment and ATL</li> </ul>
11:45 – 12:00	BREAK		
12:00 – 13:30	3.3	<ul style="list-style-type: none"> <li>• analyze ATL skill learning engagements that facilitate explicit teaching of skill acquisition</li> <li>• explicitly deliver an ATL skill learning engagement</li> <li>• reflect on approaches to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning for ATL implementation</li> </ul>