

PYP APPROACH TO LEARNING (ATL) SKILLS

COMMUNICATION			SOCIAL	SELF MANAGEMENT	
Exchanging information Listening, interpreting and Speaking	Literacy Reading, writing and using language to gather and communicate information	ICT Communicating using technology to gather, investigate and share information	Interpersonal relationships, social and emotional intelligence Developing positive interpersonal relationships and collaboration	Organization Managing time and tasks effectively	States of mind Using strategies that manage state of mind
Listening 1. Listen to, and follow the information and directions of others. 2. Listen actively to other perspectives and ideas. 3. Ask for clarifications. 4. Listen actively and respectfully while others speak. Interpreting 1. Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds. 2. Understand the ways in which images and language interact to convey ideas. 3. Recognize the meaning of kinaesthetic communication (body language). 4. Be aware of cultural differences when providing and interpreting communication. Speaking 1. Speak and express ideas clearly and logically in small and large groups. 2. Give and receive meaningful feedback and feedforward. 3. State opinions clearly, logically and respectfully. 4. Discuss and negotiate ideas and knowledge with peers and teachers. 5. Communicate with peers, experts and members of the learning community using a variety of digital environments and media.	Reading 1. Read a variety of sources for information and for pleasure. 2. Read critically and for comprehension. 3. Make inferences and draw conclusions. 4. Use and interpret a range of terms and symbols. Writing 1. Use appropriate forms of writing for different purposes and audiences. 2. Paraphrase accurately and concisely. 3. Record information and observations by hand and through digital technologies. 4. Use a variety of scaffolding for writing tasks. 5. Organize information logically. 6. Make summary notes. 7. Communicate using a range of technologies and media. 8. Understand and use mathematical notation and other symbols. 9. Responsibly participate in, and contribute to, digital social media networks	1. Make informed choices about modes of communication based on audience. 2. Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.	Interpersonal relationships 1. Practise empathy and care for others. 2. Listen closely to others' perspectives and to instructions. 3. Be respectful to others. 4. Learn cooperatively in a group: being courteous, sharing, taking turns. 5. Help others to succeed. 6. Build consensus and negotiate effectively. 7. Make fair and equitable decisions. 8. Encourage others to contribute. 9. Take on a variety of roles in group learning. 10. Advocate for one's own rights and needs, and those of others. 11. Social and emotional intelligence 12. Be aware of own and others' emotions. 13. Manage anger and resolve conflict. 14. Be self and socially aware. 15. Be aware of own and others' impact as a member of a learning group.	1. Plan short- and long-term tasks. 2. Set goals that are challenging and realistic. 3. Use time effectively and appropriately. 4. Bring necessary equipment and supplies to class. 5. Keep an organized and logical system to document learning. 6. Understand and use learning preferences. 7. Use technology effectively and productively. 8. Take on and complete tasks as agreed. 9. Delegate and share responsibility for decision-making	Mindfulness 1. Use strategies to support concentration and overcome distractions. 2. Be aware of body–mind connections. Perseverance 1. Demonstrate persistence. 2. Use strategies to remove barriers. Emotional management 1. Take responsibility for one's own actions. 2. Use strategies to prevent and eliminate bullying. 3. Use strategies to reduce stress and anxiety. 4. Manage anger and resolve conflict. Self-motivation 1. Practice positive thinking and language that reinforces self-motivation. Resilience 1. Manage setbacks. 2. Work through adversity. 3. Work through disappointment. 4. Work through change.

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RESEARCH			THINKING			
Information literacy Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating & communicating	Media literacy Interacting with media to use and create ideas and information	Ethical use of media/ information Understanding and applying social and ethical technology	Critical thinking Analyzing and evaluating issues and ideas, and forming decisions	Creative thinking Generating novel ideas and considering new perspectives	Information transfer Using skills and knowledge in multiple contexts	Reflection and metacognition Using thinking skills to reflect on the process of learning
<p>Formulating and planning</p> <ol style="list-style-type: none"> 1. Ask or design relevant questions of interest that can be researched. 2. Outline a plan for finding necessary information. 3. Evaluate and select appropriate information sources and/or digital tools based on the task. <p>Data gathering and recording</p> <ol style="list-style-type: none"> 1. Gather information from a variety of primary and secondary sources. 2. Use all senses to find and notice relevant details. 3. Record observations by drawing, note taking, charting, tallying, writing statements, annotating images. <p>Synthesizing and interpreting</p> <ol style="list-style-type: none"> 1. Sort and categorize information: arrange information into understandable 2. forms such as narratives, explanatory and procedural writing, tables, timelines, 3. graphs and diagrams. 4. Use critical literacy skills to analyze and interpret information. <p>Evaluating and communicating</p> <ol style="list-style-type: none"> 1. Draw conclusions from relationships and patterns that emerge from data. 2. Present information in a variety of formats and platforms. 3. Understand the significance of academic integrity and intellectual property rights. 4. Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions. 	<ol style="list-style-type: none"> 1. Locate, organize, analyze, evaluate and synthesize information from a variety of trusted sources, social media and online networks. 2. Compare, contrast and draw connections among (multi)media resources. 3. Seek a range of perspectives from multiple and varied media sources. 4. Demonstrate awareness of media interpretations of events and ideas. 5. Communicate information and ideas effectively to multiple audiences using a variety of media and modalities 	<ol style="list-style-type: none"> 1. Use media ethically to communicate, share and connect with others. 2. Differentiate reliable from unreliable resources. 3. Understand the impact of media representations and modes of presentation 	<p>Analyzing</p> <ol style="list-style-type: none"> 1. Observe carefully in order to recognize problems. 2. Consider meaning of materials. 3. Take knowledge or ideas apart by separating them into component parts. 4. Use models and simulations to explore complex systems and issues. <p>Evaluating</p> <ol style="list-style-type: none"> 1. Organize relevant information to formulate an argument. 2. Evaluate evidence and arguments, and associated decisions. 3. Recognize unstated assumptions and biases. 4. Consider ideas from multiple perspectives. 5. Synthesize new understandings by finding unique characteristics; seeing relationships and connections. 6. Test generalizations and conclusions 7. Identify obstacles and challenges. <p>Forming decisions</p> <ol style="list-style-type: none"> 1. Develop contrary or opposing arguments. 2. Propose and evaluate a variety of solutions. 3. Revise understandings based on new information and evidence. 4. Draw conclusions and generalizations 	<p>Generating novel ideas</p> <ol style="list-style-type: none"> 1. Use discussions and diagrams to generate new ideas and inquiries. 2. Practice “visible thinking” strategies and techniques. 3. Make unexpected or unusual connections between objects and/or ideas. 4. Design improvements to existing products, processes, media and technologies. <p>Considering new perspectives</p> <ol style="list-style-type: none"> 1. Ask “what if” questions and generate testable hypotheses. 2. Apply existing knowledge to design new products processes, media and technologies. 3. Consider multiple alternatives, including those that might be unlikely or impossible. 4. Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments. 5. Practice “visible thinking” strategies and techniques. 6. Generate metaphors and analogies. 	<ol style="list-style-type: none"> 1. Use memory techniques to develop long-term memory. 2. Inquire in different contexts to gain different perspectives. 3. Make connections between units of inquiry and between subjects. 4. Transfer conceptual understandings across transdisciplinary themes and subjects. 5. Combine knowledge, conceptual understandings and skills to create products or solutions. 6. Apply skills and knowledge in unfamiliar situations or outside of school. 7. Help others develop conceptual understandings and skills. 	<ol style="list-style-type: none"> 1. Identify strengths and areas for improvement. 2. Consider new skills, techniques and strategies for effective learning. 3. Record thinking and reflection processes. 4. Reflect on their learning by asking questions such as: <ul style="list-style-type: none"> ● What did I learn today? ● What don’t I yet understand? ● What questions do I have now? ● What can I already do? ● What will I work on next? ● What can I do to become a more effective learner? ● What factors are important for helping me learn well? ● Have I been a principled and balanced thinker? (for example, considering ethical, cultural and environmental implications)

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