

The Falcon School



International Baccalaureate  
Middle Years Programme

# Approaches to Learning

## Grade Level Expectations

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# THE IB LEARNER PROFILE

*The International Baccalaureate programme aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.*



I explore ideas and issues that are locally and globally important, to get in-depth knowledge and develop my understanding in many areas.

I develop my natural curiosity and learn the skills I need to inquire. I enjoy learning and love to learn new things.



I think carefully and show initiative. I make good decisions and I'm a problem solver.



I confidently and creatively share my ideas with others in many ways, in more than one language. I listen to and work well with others.



I tell the truth and I'm fair. I respect others, and take responsibility for my actions and their consequences.

I appreciate my own culture and personal history, but I listen to and respect the ideas and thoughts of others. I try to look at things in more than one way.



I show that I care about the needs and feelings of others. I help others and I look after the environment.

I have confidence to be in new situations and try new roles, ideas, and strategies. I stand up for and explain the things I believe in.



I look after my mind and body. I do my best to stay healthy.

I think about my own learning. I know when I've done well, and when I could improve.



## WHAT ARE APPROACHES TO LEARNING?

Approaches to learning (ATL) are an integral part of an IB education and complement the learner profile, knowledge, conceptual understanding, global context and inquiry within any unit. Through ATL students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful engagements. They provide a common language that students and teachers can use to reflect on, and articulate the process of learning.

The MYP extends the 5 ATL skill categories into 10 developmentally appropriate clusters.

- ATL skills are interconnected; individual skills and skill clusters frequently overlap and are often relevant to more than one skill category.
- ATL skills focus on the process of learning, helping students to become confident, independent, self-managed learners for life.
- Teachers should teach skills explicitly, and students should have structured learning opportunities to practice them.
- Many ATL skills that have been learned and practised during a unit of work can be integrated in assessment through a variety of tasks and projects involving problem-solving, hands-on approaches (individually and in groups), as well as traditional testing. Assessments involving ATL often require students to use information from different sources critically and to make appropriate use of technology.

In the MYP specific ATL skills become an explicit focus for teaching and learning so that students begin to take responsibility for their own development. Over time, students can identify themselves and their competence in any learning strategy using terms like the following:

**Novice/beginning**— students are introduced to the skill, and can watch others performing it (observation)

**Learner/developing**— students copy others who use the skill and use the skill with scaffolding and guidance (emulation)

**Practitioner/using**— students employ the skill confidently and effectively (demonstration)

**Expert/sharing**— students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)



# ATL SKILLS EXPECTATIONS

ATL Skill	MYP Skill Indicators	Overall Expectation for Grade Level			
		MYP1	MYP2	MYP3	MYP4&5
Communication	Communication Skills	☆	☆☆	☆☆☆	☆☆☆☆
Social	Collaboration Skills	☆	☆☆	☆☆☆	☆☆☆☆
Self-Management	Organizational Skills	☆	☆☆	☆☆☆	☆☆☆☆
	Affective Skills	☆	☆☆	☆☆	☆☆☆☆
	Reflection Skills	☆	☆☆	☆☆☆	☆☆☆☆
Research	Information Literacy Skills	☆	☆☆	☆☆☆	☆☆☆☆
	Media Literacy Skills	☆	☆☆	☆☆☆	☆☆☆☆
Thinking	Critical Thinking Skills	☆	☆☆	☆☆☆	☆☆☆☆
	Creative Thinking Skills	☆	☆☆	☆☆☆	☆☆☆☆
	Transfer Skills	☆	☆☆	☆☆☆	☆☆☆☆

The chart below explains the ATL expectation system used:

Novice	☆
Learner	☆☆
Practitioner	☆☆☆
Expert	☆☆☆☆

# ATL SKILL LEVELS

<b>ATL Skill Levels</b>			
<b>Novice</b> ☆	<b>Learner</b> ☆☆	<b>Practitioner</b> ☆☆☆	<b>Expert</b> ☆☆☆☆
Beginning to understand; observes others performing the skill	Copies others who use the skill	Demonstrates the skill when asked	Performs the skill and shows others how to use the skill
Needs high levels of scaffolding from teacher	Uses the skill with some scaffolding and some guidance	Uses the skill with minimal scaffolding	Uses the skill without scaffolding
Errors are frequent	Conscious of performing the skill; identifies errors and corrects them with guidance	Corrects errors with some guidance	Performs the skill at a high level. Errors are corrected independently
	Uses the skill only with known content and in known context	Uses the skill with different content or in different context	Uses the skill with unfamiliar content and in unfamiliar contexts

# DETAILED BREAKDOWN OF ATL EXPECTATIONS

## COMMUNICATION

MYP Skill Cluster: <b>I. Communication Skills</b>	ATL Skill Category: Communication				
	MYP Skill Indicators	MYP1	MYP2	MYP3	MYP 4&5
<p>Q: How can students communicate through interaction?</p> <p>A: By exchanging thoughts, messages and information effectively through interaction</p>	Use a range of speaking techniques to communicate with a variety of audiences.	☆	☆☆	☆☆	☆☆☆
	Use appropriate forms of writing for different purposes and audiences.	☆	☆☆	☆☆	☆☆☆
	Use intercultural understanding to interpret communication	☆	☆☆	☆☆	☆☆☆
	Give and receive meaningful feedback	☆	☆☆	☆☆☆	☆☆☆☆
	Negotiate ideas and knowledge with peers and teachers	☆	☆☆	☆☆☆	☆☆☆
	Be an active listener	☆	☆☆	☆☆☆	☆☆☆☆
	Use a variety of media to communicate with a range of audiences	☆	☆☆	☆☆☆	☆☆☆☆
	Participate in group discussions, and contribute to digital, social media	☆	☆☆	☆☆☆	☆☆☆☆
	Interpret and use effective modes of non-verbal communication	☆	☆☆	☆☆☆	☆☆☆
<p>Q: How can students demonstrate communication through language?</p> <p>A: By reading, writing and using language to gather and communicate information</p>	Take effective notes and illustrations in class	☆	☆☆	☆☆☆	☆☆☆
	Read critically for information	☆	☆☆	☆☆☆	☆☆☆
	Make inferences and draw conclusions	☆	☆☆	☆☆☆	☆☆☆
	Use and interpret a range of subject-specific terms and symbols	☆	☆☆	☆☆☆	☆☆☆☆
	Understand and use mathematical notation	☆	☆☆	☆☆☆	☆☆☆☆
	<b>Overall expectation for Communication Skills</b>	☆	☆☆	☆☆☆	☆☆☆

## SOCIAL

MYP Skill Cluster: <b>II. Collaboration Skills</b>	<b>ATL Skill Category: Communication</b>				
	<b>MYP Skill Indicators</b>	<b>MYP1</b>	<b>MYP2</b>	<b>MYP3</b>	<b>MYP 4&amp;5</b>
<p>Q: How can students collaborate?</p> <p>A: By working effectively with others</p>	Listen actively to others' perspectives and ideas	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Practise empathy	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Manage and resolve conflict and work collaboratively in groups	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Take responsibility for one's own actions	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Encourage others to contribute by being open-minded and respectful	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Give and receive meaningful feedback	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Take on a variety of roles within a group	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Advocate for one's own rights and needs	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Delegate and share responsibility for decision-making	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	<b>Overall expectation for Collaboration Skills</b>	☆	☆☆	☆☆☆☆	☆☆☆☆☆

## SELF-MANAGEMENT

MYP Skill Cluster: <b>III. Organization Skills</b>	ATL Skill Category: Self-Management				
	MYP Skill Indicators	MYP1	MYP2	MYP3	MYP 4&5
<p>Q: How can students demonstrate organization skills?</p> <p>A: Managing time and task effectively</p>	Arrive to class on time	☆	☆☆	☆☆	☆☆☆☆
	Bring necessary equipment and supplies to class	☆	☆☆	☆☆	☆☆☆☆
	Record information accurately	☆	☆☆	☆☆	☆☆☆☆
	Set goals that are challenging and realistic	☆	☆☆	☆☆☆	☆☆☆☆
	Plan short and long term assignments and meet deadlines	☆	☆☆	☆☆☆	☆☆☆☆
	Maintain an organized materials notebook, binder, sketch book etc in a chronological order	☆	☆☆	☆☆☆	☆☆☆☆
	Keep and use a weekly planner/agenda for assignments	☆	☆☆	☆☆☆	☆☆☆☆
	Plan strategies and take action to achieve personal and academic goals	☆	☆☆	☆☆☆	☆☆☆☆
	Select and use technology effectively and accurately	☆	☆☆	☆☆☆	☆☆☆☆
	Make right choices within the stipulated time	☆	☆☆	☆☆☆	☆☆☆☆
<b>Overall expectation for Organization Skills</b>	☆	☆☆	☆☆☆	☆☆☆☆	

MYP Skill Cluster: <b>IV. Affective Skills</b>	ATL Skill Category: Self-Management				
	MYP Skill Indicators	MYP1	MYP2	MYP3	MYP 4&5
<p>Q: How can students manage their own state of mind?</p> <p>A: Learn and practice strategies for managing state of mind</p>	<b>Mindfulness:</b> Practice focus and concentration Practice strategies to overcome distractions Practice being aware of body-mind connections	☆	☆☆	☆☆	☆☆☆
	<b>Perseverance:</b> Demonstrate persistence and perseverance	☆	☆☆	☆☆	☆☆☆
	<b>Emotional Management:</b> Practice strategies to overcome impulsiveness Practice strategies to prevent or eliminate bullying Practice strategies to reduce stress and anxiety	☆	☆☆	☆☆	☆☆☆
	<b>Self-Motivation:</b> Practice analyzing and attributing	☆	☆☆	☆☆	☆☆☆

	causes for failure Practice positive thinking				
	<b>Resilience:</b> Practice “bouncing back” after adversity, mistakes and failures Practice dealing with disappointment and unmet expectations Practice coping with change	☆	☆☆	☆☆	☆☆☆
	<b>Overall expectation for Affective Skills</b>	☆	☆☆	☆☆	☆☆☆

MYP Skill Cluster: V. Reflection Skills	ATL Skill Category: Self-Management				
	MYP Skill Indicators	MYP1	MYP2	MYP3	MYP 4&5
Q: How can students be reflective?  A: By considering the process of learning, choosing and using ATL skills	Identify strengths and weaknesses of personal learning strategies through goal setting and self-assessment	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Develop new skills, techniques and strategies for effective learning	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Try new ATL skills and evaluate their effectiveness	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Consider content: What you have learned What you do not understand What questions you have	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Consider ATL Skills Development: What you can already do How you can share your skills to help others who need more practice What you can work on next	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Consider Personal learning strategies: What you can do to become a more efficient and effective learner What factors are important for helping you learn well	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Consider ethical, cultural and environmental implications	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Keep a journal to record reflections	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	<b>Overall expectation for Reflection Skills</b>	☆	☆☆	☆☆☆☆	☆☆☆☆☆

## RESEARCH

MYP Skill Cluster: <b>VI. Information Literacy Skills</b>	ATL Skill Category: Research				
	MYP Skill Indicators	MYP1	MYP2	MYP3	MYP 4&5
<p>Q: How can students demonstrate Information Literacy?</p> <p>A: By finding, interpreting, judging and creating information</p>	Collect, record, verify, analyse and interpret data	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Access information to be informed and inform others	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Make connections between various sources of information	☆	☆☆	☆☆☆☆	☆☆☆☆
	Find and use appropriate sources	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Present information in a variety of formats and platforms	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Understand and implement intellectual property rights	☆	☆☆	☆☆☆☆	☆☆☆☆
	Identify primary and secondary resources	☆	☆☆	☆☆☆☆	☆☆☆☆
	Create references and citations and construct a bibliography according to recognized conventions	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	<b>Overall expectation for Information Literacy Skills</b>	☆	☆☆	☆☆☆☆	☆☆☆☆☆

MYP Skill Cluster: <b>VII. Media Literacy Skills</b>	ATL Skill Category: Research				
	MYP Skill Indicators	MYP1	MYP2	MYP3	MYP 4&5
<p>Q: How can students demonstrate Media Literacy?</p> <p>A: By interacting with media to use and create ideas and information</p>	Demonstrate an awareness of media interpretations of events and ideas	☆	☆☆	☆☆☆☆	☆☆☆☆
	Choose and use appropriate sources and credit sources if used	☆	☆☆	☆☆☆☆	☆☆☆☆
	Seek a range of perspectives from multiple sources	☆	☆☆	☆☆☆☆	☆☆☆☆
	Communicate information and ideas effectively to multiple audiences using a variety of media and formats	☆	☆☆	☆☆☆☆	☆☆☆☆☆
	Understand the impact of media presentations and modes of presentation	☆	☆☆	☆☆☆☆	☆☆☆☆
	Compare, contrast and draw connections among multi-media resources	☆	☆☆	☆☆☆☆	☆☆☆☆
	Make informed choices about personal viewing experiences	☆	☆☆	☆☆☆☆	☆☆☆☆
	<b>Overall expectation for Media Literacy Skills</b>	☆	☆☆	☆☆☆☆	☆☆☆☆

## THINKING

MYP Skill Cluster: <b>VIII. Critical Thinking Skills</b>	ATL Skill Category: Thinking				
	MYP Skill Indicators	MYP1	MYP2	MYP3	MYP 4&5
Q: How can students think critically?  A: By analyzing and evaluating issues and ideas	Practice observing carefully in order to recognize problems	☆	☆☆	☆☆☆	☆☆☆
	Gather and organize relevant information to formulate an argument	☆	☆☆	☆☆☆	☆☆☆
	Consider ideas from multiple sources	☆	☆☆	☆☆☆	☆☆☆
	Draw reasonable conclusions and generalizations	☆	☆☆	☆☆☆	☆☆☆☆
	Revise understanding based on new information and evidence	☆	☆☆	☆☆☆	☆☆☆☆
	Identify obstacles and challenges	☆	☆☆	☆☆☆	☆☆☆
	Formulate factual, conceptual and debatable questions	☆	☆☆	☆☆☆	☆☆☆
	Test generalizations and conclusions	☆	☆☆	☆☆☆	☆☆☆
	Identify trends and forecast possibilities	☆	☆☆	☆☆☆	☆☆☆
	Form and justify own opinions	☆	☆☆	☆☆☆	☆☆☆
	Identify different points of view	☆	☆☆	☆☆☆	☆☆☆☆
	Use models and simulations to explore complex systems	☆	☆☆	☆☆	☆☆☆
<b>Overall expectation for Critical Thinking Skills</b>		☆	☆☆	☆☆☆	☆☆☆

MYP Skill Cluster: <b>IX. Creative Thinking Skills</b>	ATL Skill Category: Thinking				
	MYP Skill Indicators	MYP1	MYP2	MYP3	MYP 4&5
Q: How can students be creative?  A: By generating novel ideas and considering new perspectives	Generate metaphors and analogies	☆	☆☆	☆☆☆	☆☆☆
	Use brainstorming and visual diagrams to generate new ideas and inquiries	☆	☆☆	☆☆☆	☆☆☆
	Create novel solutions to authentic problems	☆	☆☆	☆☆☆	☆☆☆
	Practice flexible thinking–develop multiple opposing, contradictory and complementary arguments	☆	☆☆	☆☆☆	☆☆☆
	Design improvements to existing machines, media and technologies	☆	☆☆	☆☆☆	☆☆☆
	Apply existing knowledge to generate new ideas, products, or processes	☆	☆☆	☆☆☆	☆☆☆
	Create original works and ideas, using existing works and ideas in new ways	☆	☆☆	☆☆☆	☆☆☆
	Develop multiple strategies to solve problems	☆	☆☆	☆☆☆	☆☆☆



	Ask open-ended questions	☆	☆☆	☆☆☆	☆☆☆☆
	<b>Overall expectation for Creative Thinking Skills</b>	☆	☆☆	☆☆☆	☆☆☆☆

MYP Skill Cluster: X. Transfer Skills	ATL Skill Category: Thinking				
	MYP Skill Indicators	MYP 1	MYP2	MYP3	MYP 4&5
Q: How can students transfer skills and knowledge across disciplines and subject groups?	Make connections between subject groups and disciplines	☆	☆☆	☆☆☆	☆☆☆☆
	Use effective learning strategies in subject groups and disciplines	☆	☆☆	☆☆☆	☆☆☆☆
	Apply skills and knowledge in unfamiliar situations	☆	☆☆	☆☆☆	☆☆☆☆
	Combine knowledge, understanding and skills to create solutions	☆	☆☆	☆☆☆	☆☆☆☆
	Connect concepts to other content areas	☆	☆☆	☆☆☆	☆☆☆☆
	Transfer current knowledge to learning of new technologies	☆	☆☆	☆☆☆	☆☆☆☆
A: By using skills and knowledge in multiple contexts	Change the context of an inquiry to gain different perspectives	☆	☆☆	☆☆☆	☆☆☆☆
	<b>Overall expectation for Transfer Skills</b>	☆	☆☆	☆☆☆	☆☆☆☆

## SOURCES

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