

IB® Programme	Requirement	Guidance
PYP	Approaches to learning (ATL) are grounded in the belief that learning how to learn is fundamental to a student's education.	It is particularly important for PYP teachers to interpret these skills in ways that are appropriate for early and primary years learners.
PYP	Approaches to learning (ATL) are an integral part of an IB education	It is important that students and teachers recognize these skills as interrelated.
PYP	The development of these skills is frequently identified in education literature as crucial in supporting students to effectively learn and succeed inside and outside of school.	Figure ATL02 provides some examples of sub-skills—which schools may choose to focus on, modify or add to —based on their contexts.
PYP	Teachers create opportunities for skill development inside and outside the programme of inquiry, and map them vertically and horizontally across the curriculum.	To achieve this, teachers model the skill and provide scaffolds when introducing a skill for the first time. They consider the multiple contexts across the units of inquiry in which students can practice and transfer skills. In goal-setting, students and teachers collaborate to identify skills for development or for further practice.

PYP	Through collaborative planning, teachers also consider the learner profile attributes and identify a connection to the ATL.	<p>Together with students, teachers may consider:</p> <ul style="list-style-type: none"> · co-constructing ATL goals · identifying specific ATL for development in a unit of inquiry · reflecting on specific ATL from the unit · personalizing ATL for further support · designing specific learning engagements to support the development of an ATL · monitoring the development of ATL.
PYP	Supporting the development of the approaches to learning holistically also requires that teachers seamlessly integrate them implicitly as part of the classroom culture and explicitly as part of inquiry.	
MYP	ATL skills are informed by, and support the development of, the attributes of the IB learner profile.	Teachers should provide students with regular, specific feedback on the development of ATL skills through learning engagements and provide formative assessment.
MYP		Teachers can use a wide range of content, developed through MYP key and related concepts and global contexts, as a vehicle for teaching effective learning strategies.

MYP		<p>Some of the key questions to be answered by students with respect to ATL skills include the following.</p> <ul style="list-style-type: none"> · What are my present skills in this area and what evidence do I have of my development? · What skills can I improve? · What new skills can I learn?
DP	The development of skills such as thinking skills and communication skills is frequently identified as a crucial element in preparing students effectively for life beyond school.	They are different to both of these because proficiency in any skill can be increased through the deliberate use of techniques and strategies , feedback and challenge. Skills are therefore highly teachable.
DP	Developing thinking skills is a key feature of the constructivist approach that so heavily influences all IB programmes.	These activities (structured reflection) may be written (for example, reflective essays, reading logs, case studies), oral (for example, presentations, video diaries, discussion) or artistic/creative (for example, photos or other images capturing scenes that can then be used to promote discussion).
DP	It is crucial that reflective activities are meaningful for students, and do not become mechanistic and formulaic.	Effective reflective activities should challenge students to think more deeply
DP	one of the aims of all group 3 courses is to "develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society"	

DP	All of these communication skills play a crucial role in the DP	There are many simple strategies that teachers can use to help students develop their communication skills. For example, Mendler(2013) identifies eight simple tips for encouraging good communication in the classroom:
DP		Teachers should provide explicit opportunities in the classroom for students to practise and develop their social and collaborative skills. Group formative assessment tasks can provide an excellent opportunity and incentive for students to improve their collaboration skills.
DP	Time management is not something we can assume that students will do naturally—as with all ATL skills, it is a specific skill that must be taught and also modelled.	DP teachers can help students organize their time by coordinating their deadlines for students so that assessments are well spread throughout the school year.
DP		The optimal conditions for learning Teaching idea: To model good organization and avoid unnecessary student stress, coordinate assessment dates for assignments, tests and internal assessments with colleagues from all other subjects in the DP.
DP	(Research skills) However, it is expected that students will use an appropriate style, and use this consistently.	The IB does not prescribe which style(s) of referencing should be used by students; this is left to the discretion of the school.

DP		(Embedding ATL in the school culture) One important way to help with this is to ensure that initiatives have a very specific focus and benefit, rather than their being perceived as doing something new or different just for the sake of it being new or different. Another effective way of embedding ATL in the school culture is to ensure that in-school professional development (PD) activities not only focus on, but also model, the approaches to teaching and learning being discussed.
DP		Another strategy that can help to embed ATL in schools is, therefore, to engage the wider school community with the ATL programme.
DP		However, parents can play an important role in the development of ATL skills; for example, parents can support reflective practices by asking students questions about their learning and talking about learning processes and goal-setting.
DP		School librarians can play a central role in the development of ATL skills. As a natural part of their work, librarians offer expertise in information literacy, critical thinking, and other study and learning skills, to support effective learning through the development of ATL skills.