

ATL Skills

| Category: Communication | | Cluster: Communication | |
|---|--|---|--|
| How can students communicate through interaction? | Exchanging thoughts, messages and information effectively through interaction. Indicators: | | |
| | <ul style="list-style-type: none"> Give and receive meaningful feedback Use intercultural understanding to interpret communication Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different purposes and audiences Use a variety of media to communicate with a range of audiences | <ul style="list-style-type: none"> Interpret and use effectively modes of non-verbal communication Negotiate ideas and knowledge with peers and teachers Participate in, and contribute to, digital social media networks Collaborate with peers and experts using a variety of digital environments and media Share ideas with multiple audiences using a variety of digital environments and media | |
| How can students demonstrate communication through language? | Reading, writing and using language to gather and communicate information. Indicators: | | |
| | <ul style="list-style-type: none"> Read critically and for comprehension Read a variety of sources for information and for pleasure Make inferences and draw conclusions Use and interpret a range of discipline-specific terms and symbols Write for different purposes Understand and use mathematical notation Paraphrase accurately and concisely | <ul style="list-style-type: none"> Preview and skim texts to build understanding Take effective notes in class Make effective summary notes for studying Use a variety of organizers for academic writing tasks Find information for disciplinary and interdisciplinary inquiries, using a variety of media Organize and depict information logically Structure information in summaries, essays and reports | |

| Category: Social | | Cluster: Collaboration Skills | |
|--------------------------------------|---|--|--|
| How can students collaborate? | Working effectively with others. Indicators: | | |
| | <ul style="list-style-type: none"> Use social media networks appropriately to build and develop relationships Practice empathy Delegate and share responsibility for decision-making Help others to succeed Take responsibility for one's own actions Manage and resolve conflict, and work collaboratively in teams Build consensus | <ul style="list-style-type: none"> Make fair and equitable decisions Listen actively to other perspectives and ideas Negotiate effectively Encourage others to contribute Exercise leadership and take on a variety of roles within groups Give and receive meaningful feedback Advocate for one's own rights and needs | |

ATL Skills

| Category: Self-Management | | Cluster: Organization |
|--|---|--|
| How can students demonstrate organization skills? | Managing time and tasks effectively. Indicators: <ul style="list-style-type: none"> • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals | |
| | | <ul style="list-style-type: none"> • Select and use technology effectively and productively • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/notebooks • Use appropriate strategies for organizing complex information • Understand and use sensory learning preferences (learning styles) |

| Category: Self-Management | | Cluster: Affective Skills |
|---|---|--|
| How can students manage their own state of mind? | Managing state of mind. Indicators: <ul style="list-style-type: none"> • Mindfulness <ul style="list-style-type: none"> ■ Practice focus and concentration ■ Practice strategies to develop mental focus ■ Practice strategies to overcome distractions ■ Practice being aware of body–mind connections • Perseverance <ul style="list-style-type: none"> ■ Demonstrate persistence and perseverance ■ Practice delaying gratification • Emotional management <ul style="list-style-type: none"> ■ Practice strategies to overcome impulsiveness and anger ■ Practice strategies to prevent and eliminate bullying ■ Practice strategies to reduce stress and anxiety | |
| | | <ul style="list-style-type: none"> • Self-motivation <ul style="list-style-type: none"> ■ Practice analyzing and attributing causes for failure ■ Practice managing self-talk ■ Practice positive thinking • Resilience <ul style="list-style-type: none"> ■ Practice “bouncing back” after adversity, mistakes and failures ■ Practice “failing well” ■ Practice dealing with disappointment and unmet expectations • Practice dealing with change |

| Category: Self-Management | | Cluster: Reflection |
|--|--|--|
| How can students be reflective? | (Re) considering the process of learning; choosing and using ATL skills. Indicators: <ul style="list-style-type: none"> • Develop new skills, techniques and strategies for effective learning <ul style="list-style-type: none"> ■ Identify strengths and weaknesses of personal learning strategies (self-assessment) ■ Demonstrate flexibility in the selection and use of learning strategies ■ Try new ATL skills and evaluate their effectiveness • Consider content <ul style="list-style-type: none"> ■ What did I learn about today? ■ What don't I yet understand? ■ What questions do I have now? • Consider ATL skills development <ul style="list-style-type: none"> ■ What can I already do? ■ How can I share my skills to help peers who need more practice? ■ What will I work on next? | |
| | | <ul style="list-style-type: none"> • Consider personal learning strategies <ul style="list-style-type: none"> ■ What can I do to become a more efficient and effective learner? ■ How can I become more flexible in my choice of learning strategies? ■ What factors are important for helping me learn well? • Focus on the process of creating by imitating the work of others • Consider ethical, cultural and environmental • Keep a journal to record reflections |

ATL Skills

| Category: Research | | Cluster: Information literacy |
|---|--|--|
| How can students demonstrate information literacy? | <p>Finding, interpreting, judging and creating information. Indicators:</p> <ul style="list-style-type: none"> • Collect, record and verify data • Access information to be informed and inform others • Make connections between various sources of information • Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information • Use memory techniques to develop long-term memory • Present information in a variety of formats and platforms • Collect and analyses data to identify solutions and make informed decisions | <ul style="list-style-type: none"> • Process data and report results • Evaluate and select information sources and digital tools based on their appropriateness to specific tasks • Understand and use technology systems • Use critical-literacy skills to analyses and interpret media communications • Understand and implement intellectual property rights • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions • Identify primary and secondary sources |

| Category: Research | | Cluster: Media literacy |
|---|---|--|
| How can students demonstrate media literacy? | <p>Interacting with media to use and create ideas and information. Indicators:</p> <ul style="list-style-type: none"> • Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Demonstrate awareness of media interpretations of events and ideas (including digital social media) • Make informed choices about personal viewing experiences | <ul style="list-style-type: none"> • Understand the impact of media representations and modes of presentation • Seek a range of perspectives from multiple and varied sources • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Compare, contrast and draw connections among (multi)media resources |

| Category: Thinking | | Cluster: Critical-thinking |
|---|---|--|
| How can students think critically? | <p>Analyzing and evaluating issues and ideas. Indicators:</p> <ul style="list-style-type: none"> • Practice observing carefully in order to recognize problems • Gather and organize relevant information to formulate an argument • Recognize unstated assumptions and bias • Interpret data • Evaluate evidence and arguments • Recognize and evaluate propositions • Draw reasonable conclusions and generalizations • Test generalizations and conclusions • Revise understanding based on new information and evidence • Evaluate and manage risk • Formulate factual, topical, conceptual and debatable questions | <ul style="list-style-type: none"> • Consider ideas from multiple perspectives • Develop contrary or opposing arguments • Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding • Propose and evaluate a variety of solutions • Identify obstacles and challenges • Use models and simulations to explore complex systems and issues • Identify trends and forecast possibilities • Troubleshoot systems and applications |

ATL Skills

Category: Thinking

Cluster: Creative-thinking

| Generating novel ideas and considering new perspectives. Indicators: | |
|---|--|
| <p>How can students be creative?</p> <ul style="list-style-type: none"> • Use brainstorming and visual diagrams to generate new ideas and inquiries • Consider multiple alternatives, including those that might be unlikely or impossible • Create novel solutions to authentic problems • Make unexpected or unusual connections between objects and/or ideas • Design improvements to existing machines, media and technologies • Design new machines, media and technologies | <ul style="list-style-type: none"> • Make guesses, ask “what if” questions and generate testable hypotheses • Apply existing knowledge to generate new ideas, products or processes • Create original works and ideas; use existing works and ideas in new ways • Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments • Practice visible thinking strategies and techniques • Generate metaphors and analogies |

Category: Thinking

Cluster: Transfer

| Using skills and knowledge in multiple contexts. Indicators: | |
|---|--|
| <p>How can students transfer skills and knowledge across disciplines and subjects?</p> <ul style="list-style-type: none"> • Use effective learning strategies in subject groups and disciplines • Apply skills and knowledge in unfamiliar situations • Inquire in different contexts to gain a different perspective • Compare conceptual understanding across multiple subject groups and disciplines • Make connections between subject groups and disciplines | <ul style="list-style-type: none"> • Combine knowledge, understanding and skills to create products or solutions • Transfer current knowledge to learning of new technologies • Change the context of an inquiry to gain different perspectives |