



IB DAY

Athens, Greece
7th of March



IB DAY

Approaches to Learning in Action: Developing independent and reflective learners

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Are we teaching content... or are we teaching learning?

In one sentence:

What does an independent learner look like in your classroom?



Write 1 idea on a sticky note



The skill behind the task

Discuss and share:

- What content is being taught?
- What skill is missing?

1. The stuck student
2. The memorizer
3. The group that doesn't function
4. The research overload
5. The "I'm just not good at this" student
6. The strong student who doesn't reflect





What did we just identify?

- Perseverance
- Transfer
- Collaboration
- Reflection →
- Evaluating sources
- Starting independently

Approaches to learning skill categories



The What & Why of ATL

What is a skill?

A skill is the *learned capacity* to:

- select the right strategy
- at the right time
- in the right context




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Although many skills are inherent, proficiency in any skill can be increased through the deliberate use of techniques and strategies, feedback and challenge.

Skills are therefore highly teachable.

Approaches to learning guide



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setting learning goals

asking good questions

processing information

planning out their study

demonstrating motivation
and perseverance

effectively; sifting, sorting,
comparing, verifying

Independent life-long learners

trying out different
ways to learn

working to deadlines

reflecting on their achievement;
both process and content

seeking help

making changes to their learning
processes where necessary

working
cooperatively





Intentional vs incidental skill development

Incidental

"Do research."

"Reflect on your work."

"Work in groups."

Intentional

"Today we will learn how to evaluate sources."

"Use this reflection structure to evaluate your strategy."

"Today we are practicing active listening."



What is a skill strategy?

A skill strategy is an identifiable method, process, procedure, protocol, routine or set of steps that:

- can be explicitly taught and practiced,
- and that students can use in order to demonstrate a skill

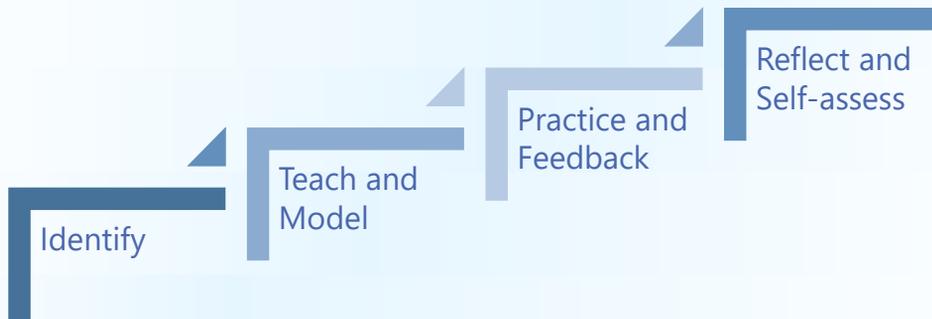
Where can we find them?

- IB guides
- Harvard Project Zero
- AI assistance
- Create your own strategies!





A practical roadmap for intentional skill development



Group task

Choose:

- One upcoming unit (real or hypothetical)
- One ATL skill category

1 – Identify

What specific skill do students need to succeed in this unit?

2 – Teach & Model

What strategy could you explicitly teach?

3 – Practice & Feedback

Where will students practice it?

How will you give feedback on the skill (not just the content)?

4 – Reflection

How will students reflect on their development?





Reflective questions

Thinking skills

Where did you apply today's idea in a new context, and what evidence shows it worked?

Research skills

Which source most strengthened your judgement and why (validity, method, date)?

Self-management skills

What strategy helped you persist with the question, and what will you use next time?

Social skills

How did you build on a partner's idea and challenge it respectfully, and what evidence shows the quality of that collaboration?

Communication skills

How did you improve precision in your answer (term or structure), and what difference did it make?



Cross-programme coherence

Discuss:

If this same skill appears in PYP, MYP and DP

- What should remain consistent?
- What should evolve?





Vertical mapping of ATL skill strategies

	PYP	MYP	DP
Thinking skill	Building awareness	Practicing strategically	Applying independently
Draw conclusions from evidence	<u>What Makes You Say That?</u>	<u>Claim-Evidence-Reasoning</u>	<u>From intuition to justification</u>

"Not a huge library. Only what you actually teach."



Reflection & Commitment

Share with a partner:

1. What is one ATL skill I will make more explicit?
2. What is one small action I will take in the next month?

