Bandung Independent School

Learning Today ... Leading Tomorrow

Lance G King - Teaching With ATL In Mind
Workshop Agenda Details

Saturday October 20

Time	Topic
7:30 - 8:00	Breakfast and Registration
8:00 - 9:00	**Introduction** - What are 21st Century skills? - What is the evidence of the need for these skills in the present student population? - What are the links between the IB ATL framework and 21st Century skills? - What is the overall aim, rationale and structure of an ATL programme? - Identifying the Cognitive, Affective and Metacognitive ATL skills
9:00 - 10:00	**Self-Managed Learners** - What are the skills of the autonomous, self-managed learner? - What is the connection between self-management and self-regulation of learning? - How can teachers help students to take responsibility for their own learning and develop into autonomous, self-managed learners? - How do you teach a skill? - What are the levels of proficiency of skill acquisition?
10:00 - 10:15	Coffee Break
10:15 - 12:15	**Programme Design and Implementation of Core Generic ATL Skills** What are the structural features of an ATL skills programme? - Differentiating between Core Generic and Subject Specific Cognitive ATL skills - Selecting the Cognitive ATL skills appropriate for your students and your school - What are the steps of development of the Cognitive ATL skills across a student's school life?

	- How can you map out Cognitive ATL skills both horizontally and vertically? - What are strategies for teaching the key Cognitive ATL skills?
12:15 - 1:15	Lunch
1:15 - 2:30	**Affective ATL Skills – Teaching Resilience, Courage and Failing Well - *(Part 1)*** - What is the significance of failure and a student's reaction to it? - How can students (and teachers) learn how to "fail well"? - What is the role of attribution and causality in success, failure and motivation? - How can students learn to be more resilient and more self-motivated? - How can a school develop a resilience focused culture?
2:30 - 2:45	Coffee Break
2:45 - 3:45	**Affective ATL Skills – Teaching Resilience, Courage and Failing Well - *(Part 2)*** - What are the steps of development of the Affective ATL skills across a student's school life? - How can Affective ATL skills be mapped out both horizontally and vertically? - What are strategies for teaching Affective ATL skills?
3:45 - 4:00	Conclusion

Sunday October 21 (6 hours)

Time	Topic
7:30 - 8:00	Breakfast and Registration
8:00-10:00	**Programme Design and Implementation of <u>Subject Focused</u> ATL Skills - *(Part 2)*** - What are the structural features of an ATL skills programme? - Differentiating between Core Generic and Subject Specific Cognitive ATL skills - Selecting the Cognitive ATL skills appropriate for your students and your school - What are the steps of development of the Cognitive ATL skills across a student's school life? - How can you map out Cognitive ATL skills both horizontally and vertically?

	- What are strategies for teaching the key Cognitive ATL skills?
10:00 - 10:15	Coffee Break
10:15 - 11:15	**Metacognitive ATL Skills and ATL Assessment** - What is the difference between metacognitive knowledge and meta-cognitive performance? - How can teachers raise metacognitive awareness in students? - Is it possible to assess ATL skills in isolation? - How can students improve their own performance through metacognitive reflection on subject matter, ATL - skills and teaching/learning strategies? - Developing self-assessment practices
11:30 - 12:30	**Inquiry, Blended and Self-Managed Learning – *(Part 1)*** - What are the teaching/learning practices that generate student motivation and achieve highest levels of understanding? - POSBGIL - constructing and managing different styles of inquiry learning - Utilising good quality internet resources to design inquiry based blended learning experiences
12:30 - 1:30	Lunch
1:30 - 2:30	**Inquiry, Blended and Self-Managed Learning – *(Part 2)*** - How can teachers design learning experiences that use ATL skills, achieve subject objectives and promote the - development of self-managed learning at the level of self-regulation? - Aligning inquiry based teaching practice with assessment
2:30 - 2:45	Coffee Break
2:45 - 3:45	**From Pedagogy to Andragogy** - What are the significant differences in needs and motivational drives between junior and senior students? - What are the teaching practices that best suit senior students? - How can Mastery, Autonomy and Purpose be developed in senior classes? - What are the particular ATL skills that senior students need to be successful in their next step?
3:45 - 4:00	Conclusion