

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 deadlinesCreate plans to prepare for summative assessments (examinations and performances)Keep and use a weekly planner for assignmentsSet goals that are challenging and realisticPlan strategies and take action to achieve personal and academic goals	<ul style="list-style-type: none">Select and use technology effectively and productivelyBring necessary equipment and supplies to classKeep an organized and logical system of information files/notebooksUse appropriate strategies for organizing complex informationUnderstand 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?	Finding, interpreting, judging and creating information. Indicators:		
	<ul style="list-style-type: none">Collect, record and verify dataAccess information to be informed and inform othersMake connections between various sources of informationUnderstand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling informationUse memory techniques to develop long-term memoryPresent information in a variety of formats and platformsCollect and analyses data to identify solutions and make informed decisions	<ul style="list-style-type: none">Process data and report resultsEvaluate and select information sources and digital tools based on their appropriateness to specific tasksUnderstand and use technology systemsUse critical-literacy skills to analyses and interpret media communicationsUnderstand and implement intellectual property rightsCreate references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventionsIdentify primary and secondary sources	

Category: Research		Cluster: Media literacy	
How can students demonstrate media literacy?	Interacting with media to use and create ideas and information. Indicators:		
	<ul style="list-style-type: none">Locate, organize, analyze, evaluate, synthesise 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 presentationSeek a range of perspectives from multiple and varied sourcesCommunicate information and ideas effectively to multiple audiences using a variety of media and formatsCompare, contrast and draw connections among (multi)media resources	

Category: Thinking		Cluster: Critical-thinking	
How can students think critically?	Analyzing and evaluating issues and ideas. Indicators:		
	<ul style="list-style-type: none">Practice observing carefully in order to recognize problemsGather and organize relevant information to formulate an argumentRecognize unstated assumptions and biasInterpret dataEvaluate evidence and argumentsRecognize and evaluate propositionsDraw reasonable conclusions and generalizationsTest generalizations and conclusionsRevise understanding based on new information and evidenceEvaluate and manage riskFormulate factual, topical, conceptual and debatable questions	<ul style="list-style-type: none">Consider ideas from multiple perspectivesDevelop contrary or opposing argumentsAnalyze complex concepts and projects into their constituent parts and synthesize them to create new understandingPropose and evaluate a variety of solutionsIdentify obstacles and challengesUse models and simulations to explore complex systems and issuesIdentify trends and forecast possibilitiesTroubleshoot systems and applications	

ATL Skills

Category: Thinking		Cluster: Creative-thinking	
How can students be creative?	Generating novel ideas and considering new perspectives. Indicators:		
	<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	
How can students transfer skills and knowledge across disciplines and subjects?	Using skills and knowledge in multiple contexts. Indicators:		
	<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