



### DP ATL Planning Chart

<b>Unit Plans</b>	<p>The school continues to revise their unit plans in light of ATL being taught explicitly. Careful attention is being paid to the alignment of the strands of ATL skills that will be developed in the learning experiences portion of the unit plan. Those skills will be then be measured by the assessment task summative, but will also receive ongoing formative feedback from the teacher as the skills are taught within the learning process. Students will also self-assess in terms of their own progress with the affective skills that teachers have also added to the ATL section of the unit planner.</p>
<b>Horizontal Planning</b>	<p>Teachers meet once in a month by DP year to discuss how to continue to design learning experiences around the ATL skills that were agreed upon for the unit that is underway. Since this is a new process for the school, we have decided to devote much of the horizontal planning time in the first year to designing meaningful learning experiences that build the identified ATL skill.</p> <p>In the second year, we will then revisit our choices that we made in terms of ATL skills and decide if there were better choices we could have made or if that skill is the right one for the unit.....</p>
<b>Vertical Planning</b>	<p>Teachers meet once a semester with their subject groups for one hour to discuss their approach to ATL skill development. In the first year they are specifically to look at their summative tasks for the units underway and see if the skills they have chosen to teach are actually in the summative task and are measurable.</p> <p>Next year we have decided to focus on the complexity of our assessment tasks in terms of a scaffold look at how "same" skills are applied in more complex learning experiences/tasks over the DP years.....</p>
<b>Student Self-Assessment</b>	<p>While we have always asked our students to reflect on their learning, we are now aware that it is critical that they focus on how "they" perceive their own learning in terms of where they feel they have developed a skill.</p> <p>Therefore, in our homeroom time, we have decided that once a month, we will work with our students to develop their reflection skills through a school-wide approach in the first year and move towards building a <b>reflective portfolio</b>. ATL will become the centerpiece of the portfolio as it will hopefully bring student work to life through a student's self-assessment of their skills that are then manifested in the work....</p> <p>Each student will pick one skill per quarter that they would like to focus on in all of their classes throughout the quarter perhaps that one in which they consider themselves as beginners. At the end of the quarter they will self-assess to determine their own growth. We hope this approach will make reflection more meaningful as it is only 4 times per year and differentiated for each student.</p>
<b>CAS</b>	<p>CAS as action in the unit plan and CAS programme would focus on ATL development through experiential learning. In particular self - management skills, social skills and thinking skills will be the point of attention.</p>
<b>TOK</b>	<p>Developing Metacognition skills will be the centre of focus in TOK presentation and essays apart from being culmination of their work with ATL skills The first year we will be focusing on what skills our students have really mastered in terms of TOK presentation, so we are focusing on the ATL Cluster of communication and social skills.</p> <p>In the second year when TOK essay will gather momentum the focus would be on developing critical thinking skills and metacognitive skills. Each year we will revisit our choices and discuss where our upcoming students may need more support as each set of students is unique.</p>
<b>Student Life</b>	<p>Our Learning Support and Wellness Department will work throughout the year with developing aspects of the learner profile mainly Self-management Skills. We have developed a handbook on study skills which will be a part of what the Our Learning Support and Wellness Department and homeroom teachers will guide them into.</p> <p>We are now considering how to use the ATL skill category of self-management to further this effort.</p> <p>It is the goal of the school to enable our students to be lifelong learners and we have decided that including the ATL skills of self-management, along with the attributes of the learner profile will better accomplish our goal....</p>
<b>School Repository</b>	<p>A repository of ATL exemplars both from IB ATL blog and school-based teaching and learning engagements and ATL assessments will be created in the school server. This will be on going practice.</p>