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Alignment Between IB Approaches to Teaching (ATT) and Approaches to Learning (ATL)

Teaching is...	Learning is...		
Based on inquiry	Skills Developed	Classroom Strategies	Thinking Routines
	<ul style="list-style-type: none">  <i>Communication</i>: Asking effective questions, active listening  <i>Social</i>: Collaborative inquiry, respecting diverse perspectives  <i>Self-Management</i>: Time management, persistence  <i>Research</i>: Information literacy, evaluating sources, data analysis  <i>Thinking</i>: Formulating questions, problem-solving, making connections, critical thinking 	<ul style="list-style-type: none">  Socratic seminars  Peer interviews  Hot seat questioning  Panel discussions  Structured debates  Jigsaw activities  Cooperative learning tasks  Fishbowl discussions  Think-pair-share  Student-generated questions 	<ul style="list-style-type: none">  See-Think-Wonder  Question Starts  Circle of Viewpoints  Tug-of-War  Think-Puzzle-Explore  Claim-Support-Question  What Makes You Say That?
<i>Inquiry-driven teaching fosters students' research, thinking and communication skills by guiding them to ask insightful questions, analyse diverse sources and develop logical arguments within the inquiry cycle.</i>			
Focused on conceptual understanding	Skills Developed	Classroom Strategies	Thinking Routines
	<ul style="list-style-type: none">  <i>Communication</i>: Articulating complex ideas, using precise terminology  <i>Social</i>: Engaging in collaborative meaning-making with peers and 	<ul style="list-style-type: none">  Concept attainment exercises  Concept mapping  Graphic organisers (e.g., Frayer model, cross-comparison charts)  Comparative case studies  Debates framed around key 	<ul style="list-style-type: none">  Sentence-Phrase-Word  Chalk Talk  Connect-Extend-Challenge  Generate-Sort-Connect-Elaborate  Step Inside

	<p>teachers to deepen conceptual understanding</p> <ul style="list-style-type: none"> 🎯 <i>Self-Management</i>: Reflecting on conceptual connections, organising knowledge structures 🎯 <i>Research</i>: Investigating perspectives on key concepts, synthesising information 🎯 <i>Thinking</i>: Systems thinking, transfer of conceptual understanding, abstract thinking 	<p>concepts</p> <ul style="list-style-type: none"> 🍎 Structured think-alouds 🍎 Using real-world analogies to illustrate abstract concepts 🍎 Transfer tasks 	
<p><i>Concept-based teaching strengthens students' thinking and transfer skills by enabling them to recognise patterns, connect ideas within and across disciplines, and apply abstract knowledge to real-world contexts.</i></p>			
<p>Developed in local and global contexts</p>	<p>Skills Developed</p>	<p>Classroom Strategies</p>	<p>Thinking Routines</p>
	<ul style="list-style-type: none"> 🎯 <i>Communication</i>: Intercultural communication, adapting messages for different audiences 🎯 <i>Social</i>: Cultural sensitivity, collaboration across cultures 🎯 <i>Self-Management</i>: Adapting to different cultural contexts, managing emotional responses 🎯 <i>Research</i>: Investigating local/global issues, accessing diverse resources 🎯 <i>Thinking</i>: Analysing global issues, considering multiple perspectives 	<ul style="list-style-type: none"> 🍎 Multilingual projects 🍎 Cultural storytelling 🍎 Translation exercises 🍎 Global news analysis 🍎 Virtual exchanges 🍎 Global issues debates 🍎 Simulations 🍎 Field trips 🍎 Service-learning projects 	<ul style="list-style-type: none"> 🧠 Step Inside 🧠 Circle of Viewpoints 🧠 Compass Points 🧠 See-Think-Wonder 🧠 Tug-of-War

<i>Teaching within local and global contexts enhances students' research and social skills by fostering cultural awareness, perspective-taking and the ability to critically evaluate diverse sources of information.</i>			
<p>Focused on effective teamwork and collaboration</p>	Skills Developed	Classroom Strategies	Thinking Routines
	<ul style="list-style-type: none">  <i>Communication:</i> Active listening, giving and receiving feedback  <i>Social:</i> Leadership, conflict resolution, respecting diverse contributions  <i>Self-Management:</i> Managing personal contributions, meeting deadlines  <i>Research:</i> Collaborative information gathering, sharing findings effectively  <i>Thinking:</i> Collective problem-solving, evaluating group processes 	<ul style="list-style-type: none">  Group contracts and role assignments  Project-based learning  Peer mediation and conflict resolution activities  Leadership rotations in group work  Collaborative problem-solving challenges  Reciprocal teaching (students take turns as teachers)  Building consensus activities  Team-based goal-setting and self-reflection 	<ul style="list-style-type: none">  Think-Pair-Share  Compass Points  Headlines  Generate-Sort-Connect-Elaborate  Claim-Support-Question
<i>Collaborative teaching approaches develop students' communication, social and self-management skills by fostering teamwork, leadership and the ability to give and receive constructive feedback.</i>			
<p>Designed to remove barriers to learning</p>	Skills Developed	Classroom Strategies	Thinking Routines
	<ul style="list-style-type: none">  <i>Communication:</i> Using multiple communication forms, advocating for support  <i>Social:</i> Empathy, supporting peers with different needs  <i>Self-Management:</i> Identifying personal learning strategies, developing resilience 	<ul style="list-style-type: none">  Universal Design for Learning (UDL) guidelines and strategies  Differentiated instruction with tiered assignments  Flexible grouping and student choice in tasks  Scaffolding with sentence starters and templates  Assistive technology tools for diverse learning needs 	<ul style="list-style-type: none">  Chalk Talk  Step Inside  Compass Points  See-Think-Wonder  Connect-Extend-Challenge

	<ul style="list-style-type: none">  <i>Research</i>: Accessing appropriate resources, adapting research methods  <i>Thinking</i>: Cognitive flexibility, metacognition about learning strengths/challenges 	<ul style="list-style-type: none">  Explicit teaching of executive functioning skills  Growth mindset reflections and metacognitive check-ins  Culturally responsive teaching practices  Multi-modal assessments  Personalised learning pathways 	
<p><i>When teachers create inclusive learning environments and differentiate instruction, students gain confidence in their own learning, build resilience and develop self-advocacy skills that help them take ownership of their education.</i></p>			
<p>Informed by assessment</p>	<p>Skills Developed</p>	<p>Classroom Strategies</p>	<p>Thinking Routines</p>
	<ul style="list-style-type: none">  <i>Communication</i>: Clearly articulating learning progress, asking clarifying questions  <i>Social</i>: Peer review, constructive feedback  <i>Self-Management</i>: Goal-setting, managing revision time  <i>Research</i>: Evaluating criteria for quality work, using models to improve  <i>Thinking</i>: Analyzing feedback, critical self-evaluation 	<ul style="list-style-type: none">  Retrieval practice  Formative assessment dialogues  Self-assessment check-ins  Structured peer assessment  Digital portfolios  Revision workshops  Collaborative rubric design  Peer modeling of exemplary work  Student-led conferences 	<ul style="list-style-type: none">  What Makes You Say That?  Think-Pair-Share  Compass Points  Claim-Support-Question  Generate-Sort-Connect-Elaborate
<p><i>Thoughtful assessment practices empower students to reflect on their learning, set purposeful goals and use feedback to continuously improve their understanding and skills.</i></p>			