

Approaches to Learning

Enhanced PYP: Teaching and Learning

categories	What teachers do
Thinking skills	<ul style="list-style-type: none"> ● Model the language of thinking and reinforce the processes of thinking ● Ask open-ended questions ● Provide sufficient thinking time ● Implement and model a range of “visible thinking” techniques ● Explicitly ask students to discuss and reflect on the value and limitations of the resources used through their inquiries ● Provide time for reflection at all stages of learning – before, during and after inquiries ● Reflect on existing competencies, co-create learning goals
Research skills	<ul style="list-style-type: none"> ● Plan transdisciplinary and subject-specific inquiries in which students can develop, apply and reflect on their research skills ● Provide a range of tools for students to organize their research so that all stages are documented ● Model academic integrity by providing proper citations and references for materials and ideas that are shared with students ● Collaborate with, for example, the librarian and technology specialists to support students to build research skills and to learn how to identify reliable sources of information
Communication skills	<ul style="list-style-type: none"> ● Plan opportunities for students to practice and apply these skills in meaningful contexts ● Provide time for students to plan and prepare communication activities ● Encourage students to consider potential challenges and opportunities arising from shared ideas ● Encourage physical cues ● Encourage communication using different languages ● Ask open-ended questions ● Put thinking ahead of knowing ● Have informal conversations ● Encourage students to explore a variety of perspective and modalities
Social skills	<ul style="list-style-type: none"> ● Provide explicit opportunities for students to practice and develop social skills. ● Provide opportunities for students to reflect on their social skills ● Reflect and feedback on different interactions they observe ● Offer students opportunities to see that “other people, with their differences, can also be right” ● Use the language of the learner profile in conversations and discussions, and in the development of essential agreements ● Model the social skills
Self-management skills	<ul style="list-style-type: none"> ● Provide opportunities for students to monitor and manage their learning to make progress ● Involve students in planning ● Build resilience by ensuring that learning goals co-constructed with students are challenging but achievable

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	<ul style="list-style-type: none">● Create an atmosphere where students regard learning as a process of gradual improvement● Continually reflect on how they are supporting student agency as an intrinsic motivation to success● Support students to manage distractions
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