Synergising IB ATT & ATL

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

<table>
<tr><th>Teaching is…</th><th colspan="3">Learning is…</th></tr>
<tr><td rowspan="2">Based on inquiry</td><th>Skills Developed</th><th>Classroom Strategies</th><th>Thinking Routines</th></tr>
<tr><td>🛠️ Communication: Asking effective questions, active listening

🛠️ Social: Collaborative inquiry, respecting diverse perspectives

🛠️ Self-Management: Time management, persistence

🛠️ Research: Information literacy, evaluating sources, data analysis

🛠️ Thinking: Formulating questions, problem-solving, making connections, critical thinking</td><td>🍎 Socratic seminars
🍎 Peer interviews
🍎 Hot seat questioning
🍎 Panel discussions
🍎 Structured debates
🍎 Jigsaw activities
🍎 Cooperative learning tasks
🍎 Fishbowl discussions
🍎 Think-pair-share
🍎 Student-generated questions</td><td>🧠 See-Think-Wonder
🧠 Question Starts
🧠 Circle of Viewpoints
🧠 Tug-of-War
🧠 Think-Puzzle-Explore
🧠 Claim-Support-Question
🧠 What Makes You Say That?</td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td rowspan="2">Focused on conceptual understanding</td><th>Skills Developed</th><th>Classroom Strategies</th><th>Thinking Routines</th></tr>
<tr><td>🛠️ Communication: Articulating complex ideas, using precise terminology

🛠️ Social: Engaging in collaborative meaning-making with peers and</td><td>🍎 Concept attainment exercises
🍎 Concept mapping
🍎 Graphic organisers (e.g., Frayer model, cross-comparison charts)
🍎 Comparative case studies
🍎 Debates framed around key</td><td>🧠 Sentence-Phrase-Word
🧠 Chalk Talk
🧠 Connect-Extend-Challenge
🧠 Generate-Sort-Connect-Elaborate
🧠 Step Inside</td></tr>
</table>

	teachers to deepen conceptual understanding 🛠️ *Self-Management:* Reflecting on conceptual connections, organising knowledge structures 🛠️ *Research:* Investigating perspectives on key concepts, synthesising information 🛠️ *Thinking:* Systems thinking, transfer of conceptual understanding, abstract thinking	concepts 🍎 Structured think-alouds 🍎 Using real-world analogies to illustrate abstract concepts 🍎 Transfer tasks	
	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.		
	Skills Developed	**Classroom Strategies**	**Thinking Routines**
Developed in local and global contexts	🛠️ *Communication:* Intercultural communication, adapting messages for different audiences 🛠️ *Social:* Cultural sensitivity, collaboration across cultures 🛠️ *Self-Management:* Adapting to different cultural contexts, managing emotional responses 🛠️ *Research:* Investigating local/global issues, accessing diverse resources 🛠️ *Thinking:* Analysing global issues, considering multiple perspectives	🍎 Multilingual projects 🍎 Cultural storytelling 🍎 Translation exercises 🍎 Global news analysis 🍎 Virtual exchanges 🍎 Global issues debates 🍎 Simulations 🍎 Field trips 🍎 Service-learning projects	🧠 Step Inside 🧠 Circle of Viewpoints 🧠 Compass Points 🧠 See-Think-Wonder 🧠 Tug-of-War

	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.		
Focused on effective teamwork and collaboration	**Skills Developed**	**Classroom Strategies**	**Thinking Routines**
	🛠️ *Communication:* Active listening, giving and receiving feedback 🛠️ *Social:* Leadership, conflict resolution, respecting diverse contributions 🛠️ *Self-Management:* Managing personal contributions, meeting deadlines 🛠️ *Research:* Collaborative information gathering, sharing findings effectively 🛠️ *Thinking:* Collective problem-solving, evaluating group processes	🍎 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	🧠 Think-Pair-Share 🧠 Compass Points 🧠 Headlines 🧠 Generate-Sort-Connect-Elaborate 🧠 Claim-Support-Question
	Collaborative teaching approaches develop students' communication, social and self-management skills by fostering teamwork, leadership and the ability to give and receive constructive feedback.		
Designed to remove barriers to learning	**Skills Developed**	**Classroom Strategies**	**Thinking Routines**
	🛠️ *Communication:* Using multiple communication forms, advocating for support 🛠️ *Social:* Empathy, supporting peers with different needs 🛠️ *Self-Management:* Identifying personal learning strategies, developing resilience	🍎 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	🧠 Chalk Talk 🧠 Step Inside 🧠 Compass Points 🧠 See-Think-Wonder 🧠 Connect-Extend-Challenge

	🛠️ *Research:* Accessing appropriate resources, adapting research methods 🛠️ *Thinking:* Cognitive flexibility, metacognition about learning strengths/challenges	🍎 Explicit teaching of executive functioning skills 🍎 Growth mindset reflections and metacognitive check-ins 🍎 Culturally responsive teaching practices 🍎 Multi-modal assessments 🍎 Personalised learning pathways	
	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.		
Informed by assessment	**Skills Developed**	**Classroom Strategies**	**Thinking Routines**
	🛠️ *Communication:* Clearly articulating learning progress, asking clarifying questions 🛠️ *Social:* Peer review, constructive feedback 🛠️ *Self-Management:* Goal-setting, managing revision time 🛠️ *Research:* Evaluating criteria for quality work, using models to improve 🛠️ *Thinking:* Analyzing feedback, critical self-evaluation	🍎 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	🧠 What Makes You Say That? 🧠 Think-Pair-Share 🧠 Compass Points 🧠 Claim-Support-Question 🧠 Generate-Sort-Connect-Elaborate
	Thoughtful assessment practices empower students to reflect on their learning, set purposeful goals and use feedback to continuously improve their understanding and skills.		