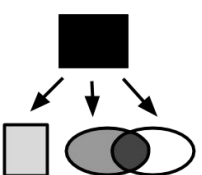
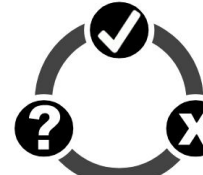
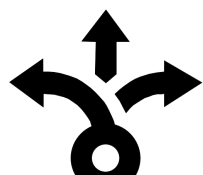
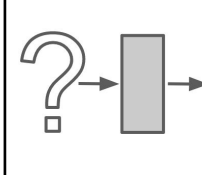
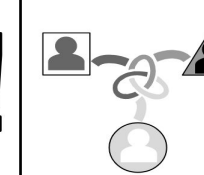
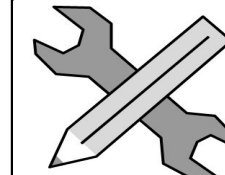





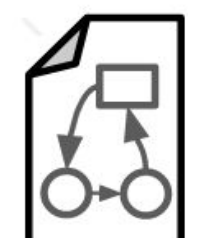
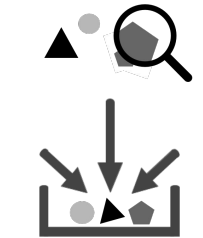
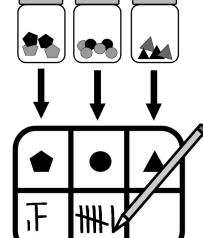
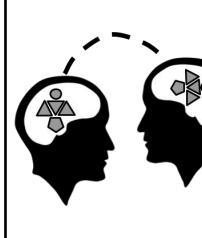
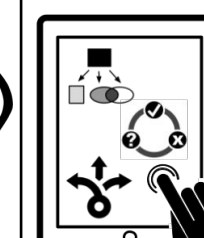
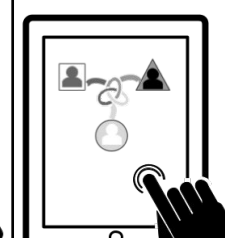
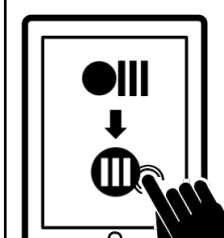


THINKING SKILLS

@orenjibuta (2018)

Critical			Creative		Transfer		Reflection	
Analysis	Evaluation	Forming Decisions	Generating novel ideas	Considering new perspectives	Application	Application in Multiple Contexts	Reflection	Metacognition
I can break ideas into smaller parts, including root or cause. I am able to look for patterns, similarities and differences. I can identify unique features.	I am able to formulate an argument based on evidence and question those that are not. I can make connections between ideas, perspectives and challenges. I can test generalizations and conclusions.	I can draw conclusions and make generalizations. I can create, develop and defend solutions using supporting information.	I can generate new ideas and inquiries inspired by exposure to different experiences and resources. I can make unexpected or unusual connections. I can remix or improve upon existing products and processes.	I can formulate "what if" questions and use them to drive my inquiries. I value and am inspired by the unlikely or impossible. I am flexible in my thinking and express this in a variety of ways.	I can make use of knowledge and skills I have learned to help myself and/or others. I can use my knowledge and skills in new situations or when solving a problem.	I can connect and combine knowledge and skills for use in different situations, in and outside school. I can apply my knowledge and skills to local and global contexts.	I can respond to questions about something that I have been exposed to or experienced. I can identify my strengths and areas for improvement.	I can question my own understanding and processes for learning. I realize that people learn in different ways and I know the way I learn best.
								

RESEARCH SKILLS


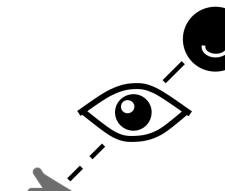




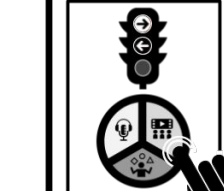
@orenjibuta (2018)

Information-Literacy				Media Literacy			Ethical Use	
Formulating & Planning	Gathering & Recording	Synthesizing & Interpreting	Evaluating & Communicating	Consuming & Processing	Considering online perspectives	Creating	Ethical Use	Reliability of sources
I am aware of what I want/need to find out and I can ask questions to drive this inquiry. I can predict the steps that I need to take in an inquiry and use these to make a plan. I can select appropriate tools/sources to help me with my inquiry.	I can gather information from a variety of sources (primary & secondary). I can use all my senses to notice details. I can identify the most appropriate method (drawing, note-taking, tables, tallies etc.) to record the details of my findings.	I can sort and categorize information. I can take relevant bits of information from different sources and put it together into a format that makes sense.	I can identify patterns and relationships from data and information I have gathered. I recognize my sources when I communicate my findings. I choose a platform to share my findings after considering who my audience will be.	I can use online platforms to find information. I can use critical thinking skills to assess information I find online.	I seek out a variety of perspectives from online sources. I gather information from multiple sources to support and challenge my thinking.	I can communicate my ideas and information using different media and platform types. I consider effectiveness and efficiency when selecting a communication method for my ideas and creations.	I am principled and show integrity when interacting with media. I consider the impact of the choices I make on others.	I am aware of bias and use strategies to detect it in sources. I use tools and critical thinking to determine the trustworthiness of a source.
								

Inspired by PYP Principles into Practice: 'Fostering the development of Atl' (pg 64 - 70)

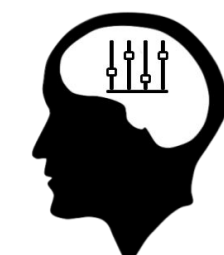


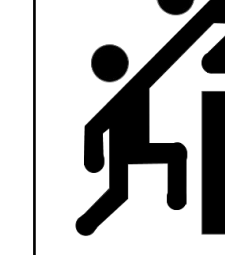


COMMUNICATION SKILLS

@orenjibuta (2018)

Exchanging Information			Literacy		ICT	
Listening	Interpreting	Speaking	Reading	Writing	Media Representation	Informed Choices
I am able to listen to directions and instructions and ask clarifying questions when necessary. I listen to information and the perspectives of others respectfully.	I can recognize, create and make meaning using symbols, signs and sounds. I am aware that my body language and facial expressions can give others lots of information. My body language may mean different things in different countries.	I am able to speak clearly to express ideas so they make sense to others. I am able to share your ideas and opinions in small and large groups. I can discuss and negotiate ideas and facts with others face to face or using digital mediums.	I read a variety of texts for entertainment and information. I reflect and question what I read to make connections with and beyond the text. I can use what I read to support and strengthen my creative pieces.	I can write for different purposes and audiences. I can take notes and rewrite information I read, in my own words. I use tools such as graphic organizers to assist with planning and drafting of a written piece. I understand that written language takes on a different form depending on the discipline e.g. maths and music notation. I am conscious that my word choice impacts how others may perceive me, particularly in online environments.	I am aware of how people can represent themselves and be represented online. I think critically about the accuracy of this representation is likely to be. I make conscious choices about how I portray myself online.	I can select the most effective way to communicate depending on the audience. I can adjust or vary my communication method to suit different audiences.
						

SOCIAL SKILLS

@orenjibuta (2018)

Intrapersonal			Interpersonal		
Self Control	Emotional Intelligence	Respecting Others	Supporting Others	Social Intelligence	Resolving Conflict
I can regulate my emotions, thoughts and actions. I can make fair and equitable decisions. I can speak up for my rights and needs.	I am aware of what triggers different emotions in me. I understand that my perception of myself can vary from how other perceive me. I can empathise for others when they have either positive or negative experiences.	I care for the needs of others. I have an open-mind and understand the power of appreciating difference through practicing respect.	I do my best to help them to succeed. I speak up for the rights and needs of others. I use strategies to prevent and eliminate bullying.	I am aware of how my actions impact a group. I practice and encourage cooperative behaviours when working in a group. I vary the roles that I take on when cooperating or collaborating.	I am able to react reasonably to challenging situations. I listen carefully to others. I can express my needs clearly and calmly to help rectify a disagreement. I can act as a mediator when others are in conflict.
					

SELF-MANAGEMENT SKILLS

@orenjibuta (2018)

Organization			States of mind				
Managing Self	Time Management	Goal Setting	Mindfulness	Perseverance	Emotional Management	Self Motivation	Resilience
I can plan a balanced schedule for myself. I can prepare and organize equipment as needed for different tasks. I can create and use a system for documenting my learning. I can use technology effectively and productively.	I use tools to help me keep track of time. I can make realistic estimates about how long I will need to accomplish something and adjust if necessary.	I can set short and long term goals that are challenging and realistic. I can take on and complete tasks in a given timeframe.	I can bring my focus to the present moment. I can clear my mind of internal and external distraction. I can identify and choose a mindfulness practice based on my need (e.g. guided meditation, yoga, mindful walking)	I demonstrate persistence when I am met with a barrier or a challenge. I show commitment by persevering through challenge and confusion to develop understanding. I have strategies to remove or overcome barriers in my learning.	I take responsibility for my actions. I can use strategies such as mindfulness practices to help manage stress and extreme emotions.	I understand what I am driven to do. I can identify whether the incentive to achieve comes from within (intrinsic) or outside (extrinsic) influences. I use my initiative.	I can manage setbacks in a productive way, including employing mindfulness practices. I use adversity, disappointment and a change in circumstances as catalysts to reflect, reevaluate and recalculate my plan.
