

ESMS and WHS

Approaches to Learning Skills (ATLs)

Novice/beginning—students are introduced to the skill, and can watch others performing it (observation)

Learner/developing—students copy others who use the skill and use the skill with scaffolding and guidance (emulation)

Practitioner/using—students employ the skill confidently and effectively (demonstration)

Expert/sharing—students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

Communication		Year 1	Year 2	Year 3	Year 4	Year 5
Exchanging thoughts, messages and information effectively through interaction	Give and receive meaningful feedback	N	N/L	L/P	P/E	E
	Use intercultural understanding to interpret communication	N	N/L	L/P	P/E	E
	Use a variety of speaking techniques to communicate with a variety of audiences	N	N/L	L/P	P/E	E
	Use appropriate forms of writing for different purposes and audiences	N	N/L	L/P	P/E	E
	Use a variety of media to communicate with a range of audiences	N	N/L	L/P	P/E	E
	Interpret and use effectively modes of non-verbal communication	N	N/L	L/P	P/E	E
	Negotiate ideas and knowledge with peers and teachers	N	N/L	L/P	P/E	E
	Participate in, and contribute to, digital social media networks	N	N/L	L/P	P/E	E
	Collaborate with peers and experts using a variety of digital environments and media	N	N/L	L/P	P/E	E
	Share ideas with multiple audiences using a variety of digital environments and media	N	N/L	L/P	P/E	E
Reading, writing and using language to gather and communicate information	Read critically and for comprehension	N	N/L	L/P	P/E	E
	Read a variety of sources for information and for pleasure	N	N/L	L/P	P/E	E
	Make inferences and draw conclusions	N	N/L	L/P	P/E	E
	Use and interpret a range of discipline-specific terms and symbols	N	N/L	L/P	P/E	E
	Write for different purposes	N	N/L	L/P	P/E	E
	Understand and use mathematical notation	N	N/L	L/P	P/E	E

	Paraphrase accurately and concisely	N	N/L	L/P	P/E	E
	Preview and skim texts to build understanding	N	N/L	L/P	P/E	E
	Take effective notes in class	N	N/L	L/P	P/E	E
	Make effective summary notes for studying	N	N/L	L/P	P/E	E
	Use a variety of organizers for academic writing tasks	N	N/L	L/P	P/E	E
	Find information for disciplinary and interdisciplinary inquiries, using a variety of media	N	N/L	L/P	P/E	E
	Organize and depict information logically	N	N/L	L/P	P/E	E
	Structure information in summaries, essays and reports	N	N/L	L/P	P/E	E

Social		Year 1	Year 2	Year 3	Year 4	Year 5
Collaboration Skills: Working effectively with others	Use social media networks appropriately to build and develop relationships	N	N/L	L/P	P/E	E
	Practise empathy	N	N/L	L/P	P/E	E
	Delegate and share responsibility for decision-making	N	N/L	L/P	P/E	E
	Help others to succeed	N	N/L	L/P	P/E	E
	Take responsibility for one's own actions	N	N/L	L/P	P/E	E
	Manage and resolve conflict, and work collaboratively in teams	N	N/L	L/P	P/E	E
	Build consensus	N	N/L	L/P	P/E	E
	Make fair and equitable decisions	N	N/L	L/P	P/E	E
	Listen actively to other perspectives and ideas	N	N/L	L/P	P/E	E
	Negotiate effectively	N	N/L	L/P	P/E	E
	Encourage others to contribute	N	N/L	L/P	P/E	E
	Exercise leadership and take on a variety of roles within groups	N	N/L	L/P	P/E	E
	Give and receive meaningful feedback	N	N/L	L/P	P/E	E
Advocate for one's own rights and needs	N	N/L	L/P	P/E	E	

Self-Management		Year 1	Year 2	Year 3	Year 4	Year 5
Organizational Skills: Managing time and tasks effectively	Plan short- and long-term assignments; meet deadlines	N	N/L	L/P	P/E	E
	Create plans to prepare for summative assessments (examinations and performances)	N	N/L	L/P	P/E	E
	Keep and use a weekly planner for assignments	N	N/L	L/P	P/E	E
	Set goals that are challenging and realistic	N	N/L	L/P	P/E	E
	Plan strategies and take action to achieve personal and academic goals	N	N/L	L/P	P/E	E
	Bring necessary equipment and supplies to class	N	N/L	L/P	P/E	E
	Keep an organized and logical system of information files/notebooks	N	N/L	L/P	P/E	E
	Use appropriate strategies for organizing complex information	N	N/L	L/P	P/E	E
	Understand and use sensory learning preferences (learning styles)	N	N/L	L/P	P/E	E
Select and use technology effectively and productively	N	N/L	L/P	P/E	E	
Affective Skills: Managing state of mind	Mindfulness awareness <ul style="list-style-type: none"> Practice focus and concentration Practice strategies to develop mental focus Practice strategies to overcome distractions Practice being aware of body–mind connections 	N	N/L	L/P	P/E	E
	Perseverance <ul style="list-style-type: none"> Demonstrate persistence and perseverance Practise delaying gratification 	N	N/L	L/P	P/E	E
	Emotional management <ul style="list-style-type: none"> Practise strategies to overcome impulsiveness and anger Practise strategies to prevent and eliminate bullying Practise strategies to reduce stress and anxiety 	N	N/L	L/P	P/E	E
	Self-motivation <ul style="list-style-type: none"> Practise analysing and attributing causes for failure Practise managing self-talk Practise positive thinking 	N	N/L	L/P	P/E	E

	<p>Resilience</p> <ul style="list-style-type: none"> • Practise “bouncing back” after adversity, mistakes and failures • Practise “failing well” • Practise dealing with disappointment and unmet expectations • Practise dealing with change 	N	N/L	L/P	P/E	E
<p>Reflection Skills:</p> <p>(Re)considering the process of learning; choosing and using ATL skills</p>	Develop new skills, techniques and strategies for effective learning	N	N/L	L/P	P/E	E
	Identify strengths and weaknesses of personal learning strategies (self-assessment)	N	N/L	L/P	P/E	E
	Demonstrate flexibility in the selection and use of learning strategies	N	N/L	L/P	P/E	E
	Try new ATL skills and evaluate their effectiveness	N	N/L	L/P	P/E	E
	<p>Consider content</p> <ul style="list-style-type: none"> • What did I learn about today? • What don't I yet understand? • What questions do I have now? 	N	N/L	L/P	P/E	E
	<p>Consider ATL skills development</p> <ul style="list-style-type: none"> • What can I already do? • How can I share my skills to help peers who need more practice? • What will I work on next? 	N	N/L	L/P	P/E	E
	<p>Consider personal learning strategies</p> <ul style="list-style-type: none"> • What can I do to become a more efficient and effective learner? • How can I become more flexible in my choice of learning strategies? • What factors are important for helping me learn well? 	N	N/L	L/P	P/E	E
	Focus on the process of creating by imitating the work of others	N	N/L	L/P	P/E	E
	Consider ethical, cultural and environmental implications	N	N/L	L/P	P/E	E
	Keep a journal to record reflections	N	N/L	L/P	P/E	E

Research		Year 1	Year 2	Year 3	Year 4	Year 5
Information literacy skills: Finding, interpreting, judging and creating information	Collect, record and verify data	N	N/L	L/P	P/E	E
	Access information to be informed and inform others	N	N/L	L/P	P/E	E
	Make connections between various sources of information	N	N/L	L/P	P/E	E
	Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information	N	N/L	L/P	P/E	E
	Use memory techniques to develop long-term memory	N	N/L	L/P	P/E	E
	Present information in a variety of formats and platforms	N	N/L	L/P	P/E	E
	Collect and analyse data to identify solutions and make informed decisions	N	N/L	L/P	P/E	E
	Process data and report results	N	N/L	L/P	P/E	E
	Evaluate and select information sources and digital tools based on their appropriateness to specific tasks	N	N/L	L/P	P/E	E
	Understand and use technology systems	N	N/L	L/P	P/E	E
	Use critical-literacy skills to analyse and interpret media communications	N	N/L	L/P	P/E	E
	Understand and implement intellectual property rights	N	N/L	L/P	P/E	E
	Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions	N	N/L	L/P	P/E	E
	Identify primary and secondary sources	N	N/L	L/P	P/E	E
Media literacy skills: Interacting with media to use and create ideas and information	Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)	N	N/L	L/P	P/E	E
	Demonstrate awareness of media interpretations of events and ideas (including digital social media)	N	N/L	L/P	P/E	E
	Make informed choices about personal viewing experiences	N	N/L	L/P	P/E	E
	Understand the impact of media representations and modes of presentation	N	N/L	L/P	P/E	E
	Seek a range of perspectives from multiple and varied sources	N	N/L	L/P	P/E	E
	Communicate information and ideas effectively to multiple audiences using a variety of media and formats	N	N/L	L/P	P/E	E
	Compare, contrast and draw connections among (multi)media resources	N	N/L	L/P	P/E	E

Thinking		Year 1	Year 2	Year 3	Year 4	Year 5
Critical-thinking skills:	Practise observing carefully in order to recognize problems	N	N/L	L/P	P/E	E
	Gather and organize relevant information to formulate an argument	N	N/L	L/P	P/E	E
Analysing and evaluating issues and ideas	Recognize unstated assumptions and bias	N	N/L	L/P	P/E	E
	Interpret data	N	N/L	L/P	P/E	E
	Evaluate evidence and arguments	N	N/L	L/P	P/E	E
	Recognize and evaluate propositions	N	N/L	L/P	P/E	E
	Draw reasonable conclusions and generalizations	N	N/L	L/P	P/E	E
	Test generalizations and conclusions	N	N/L	L/P	P/E	E
	Revise understanding based on new information and evidence	N	N/L	L/P	P/E	E
	Evaluate and manage risk	N	N/L	L/P	P/E	E
	Formulate factual, topical, conceptual and debatable questions	N	N/L	L/P	P/E	E
	Consider ideas from multiple perspectives	N	N/L	L/P	P/E	E
	Develop contrary or opposing arguments	N	N/L	L/P	P/E	E
	Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding	N	N/L	L/P	P/E	E
	Propose and evaluate a variety of solutions	N	N/L	L/P	P/E	E
	Identify obstacles and challenges	N	N/L	L/P	P/E	E
	Use models and simulations to explore complex systems and issues	N	N/L	L/P	P/E	E
	Identify trends and forecast possibilities	N	N/L	L/P	P/E	E
Troubleshoot systems and applications	N	N/L	L/P	P/E	E	
Creative-thinking skills:	Use brainstorming and visual diagrams to generate new ideas and inquiries	N	N/L	L/P	P/E	E
	Consider multiple alternatives, including those that might be unlikely or impossible	N	N/L	L/P	P/E	E
Generating novel ideas and considering	Create novel solutions to authentic problems	N	N/L	L/P	P/E	E
	Make unexpected or unusual connections between objects and/or ideas	N	N/L	L/P	P/E	E

new perspectives	Design improvements to existing machines, media and technologies	N	N/L	L/P	P/E	E
	Design new machines, media and technologies	N	N/L	L/P	P/E	E
	Make guesses, ask “what if” questions and generate testable hypotheses	N	N/L	L/P	P/E	E
	Apply existing knowledge to generate new ideas, products or processes	N	N/L	L/P	P/E	E
	Create original works and ideas; use existing works and ideas in new ways	N	N/L	L/P	P/E	E
	Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments	N	N/L	L/P	P/E	E
	Practise visible thinking strategies and techniques	N	N/L	L/P	P/E	E
	Generate metaphors and analogies	N	N/L	L/P	P/E	E
Transfer skills:	Use effective learning strategies in subject groups and disciplines	N	N/L	L/P	P/E	E
Using skills and knowledge in multiple contexts	Apply skills and knowledge in unfamiliar situations	N	N/L	L/P	P/E	E
	Inquire in different contexts to gain a different perspective	N	N/L	L/P	P/E	E
	Compare conceptual understanding across multiple subject groups and disciplines	N	N/L	L/P	P/E	E
	Make connections between subject groups and disciplines	N	N/L	L/P	P/E	E
	Combine knowledge, understanding and skills to create products or solutions	N	N/L	L/P	P/E	E
	Transfer current knowledge to learning of new technologies	N	N/L	L/P	P/E	E
	Change the context of an inquiry to gain different perspectives	N	N/L	L/P	P/E	E