

ATL Skill Category	Skill Cluster	Learning Skill	Core	Subject	7	8	9	10	11	12	
Communication	1. Communication <i>How can students communicate effectively?</i>	1.1 Interactive Skills – Exchanging thoughts, messages and information effectively through interaction									
		A. Give and receive meaningful feedback			I	P	P	M	M	M	
		B. Use intercultural understanding to interpret communication		LA	I	P	P	M	M	M	
		C. Use a variety of speaking techniques to communicate with a variety of audiences		LA	I	P	P	M	M	M	
		D. Use appropriate forms of writing for different purposes and audiences		LA	I	P	P	M	M	M	
		E. Use a variety of media to communicate with a range of audiences		IS	I	P	P	M	M	M	
		F. Interpret and use effectively modes of non-verbal communication		A	I	P	P	M	M	M	
		G. Negotiate ideas and knowledge with peers and teachers		LA		I	P	P	M	M	
		H. Participate in, and contribute to, digital social media		IS	I	P	P	M	M	M	
		I. Collaborate with peers and experts using a variety of digital environments and media		IS	I	P	P	M	M	M	
		J. Share ideas with multiple audiences using a variety of digital environments and media		A	I	P	P	M	M	M	
		1.2 Language skills – Reading, writing and using language to gather and communicate information									
		A. Read critically and for comprehension		LA	I	P	P	M	M	M	
		B. Read a variety of sources for information and for pleasure		LL	I	P	P	M	M	M	
		C. Make inferences and draw conclusions		LL	I	P	P	M	M	M	
		D. Use and interpret a range of discipline-specific terms and symbols			I	P	P	M	M	M	
		E. Write for different purposes		LL	I	P	P	M	M	M	
		F. Understand and use mathematical notation		M	I	P	P	M	M	M	
		G. Paraphrase accurately and concisely		LL	I	P	P	M	M	M	
		H. Preview and skim texts to build understanding		LL	I	P	P	M	M	M	
		I. Take effective notes in class			I	P	P	M	M	M	
		J. Make effective notes for studying		IS		I	P	P	M	M	
		K. Use a variety of organizers for academic writing tasks		LA	I	P	P	M	M	M	
		L. Find information for disciplinary and interdisciplinary inquiries, using a variety of media		A	I	P	P	M	M	M	
		M. Organise and depict information logically		IS	I	P	P	M	M	M	
		N. Structure information in summaries, essays and reports			I	P	P	M	M	M	

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Social	2. Collaboration skills <i>How can students collaborate?</i>	2. Working effectively with others								
		A. Use social media networks appropriately to build and develop relationships	Y			I	P	P	M	M
		B. Practise empathy	Y		I	P	P	M	M	M
		C. Delegate and share responsibility for decision making	Y		I	P	P	M	M	M
		D. Help others to succeed	Y		I	P	P	M	M	M
		E. Take responsibility for one's own actions	Y		I	P	P	M	M	M
		F. Manage and resolve conflict, and work collaboratively in teams	Y		I	P	P	M	M	M
		G. Build consensus	Y		I	P	P	M	M	M
		H. Make fair and equitable decisions	Y		I	P	P	M	M	M
		I. Listen actively to other perspectives and ideas	Y		I	P	P	M	M	M
		J. Negotiate effectively	Y		I	P	P	M	M	M
		K. Encourage others to contribute	Y		I	P	M	M	M	M
		L. Exercise leadership and take on a variety of roles within groups	Y		I	P	P	M	M	M
		M. Give and receive meaningful feedback	Y		I	P	P	M	M	M
N. Advocate for one's own rights and needs	Y		I	P	P	M	M	M		

Self Management

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Self Management	3. Organisation skills <i>How can students demonstrate organisation skills?</i>	3. Managing time and tasks effectively									
		A. Plan short and long – term assignments; meet deadlines		IS	I	P	P	M	M	M	
		B. Create plans to prepare for summative assessment (examinations and performances)		M	I	P	P	M	M	M	
		C. Keep and use a weekly planner for assignments		D	I	P	P	M	M	M	
		D. Set goals that are challenging and realistic		M	I	P	P	M	M	M	
		E. Plan strategies and take action to achieve personal and academic goals		M	I	P	P	M	M	M	
		F. Bring necessary equipment and supplies to class			I	P	M	M	M	M	
		G. Keep an organised and logical system of information files/notebooks		M	I	P	P	M	M	M	
		H. Use appropriate strategies for organising complex information		M	I	P	P	M	M	M	
		I. Understand and use sensory learning preferences (learning styles)		LA	I	P	P	M	M	M	
	J. Select and use technology effectively and productively			I	P	M	M	M	M		
	4. Affective skills <i>How can students manage their own state of mind?</i>	4. Managing state of mind									
		4.1 Mindfulness									
		A. Practise focus and concentration		PE	I	P	P	M	M	M	
		B. Practise strategies to develop mental focus		PE	I	P	P	M	M	M	
		C. Practise strategies to overcome distractions		PE	I	P	P	M	M	M	
		D. Practise being away of body-mind connections		PE	I	P	P	M	M	M	
		4.2 Perseverance									
		A. Demonstrate persistence and perseverance		PE	I	P	P	M	M	M	
		B. Practise delaying gratification		PE	I	P	P	M	M	M	
		4.3 Emotional Management									
		A. Practise strategies to overcome impulsiveness and anger		PE	I	P	P	M	M	M	
		B. Practise strategies to prevent and eliminate bullying		PE	I	P	M	M	M	M	
		C. Practise strategies to reduce stress and anxiety		PE	I	P	P	M	M	M	
		4.4 Self - motivation									
		A. Practise analysing and attributing causes for failure		PE	I	P	P	M	M	M	
		B. Practise managing self-talk		PE	I	P	P	M	M	M	
C. Practise positive thinking			PE	I	P	P	M	M	M		

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Self Management	Affective skills <i>How can students manage their own state of mind?</i>	4.5 Resilience									
		A. Practise 'bouncing back' after adversity, mistakes and failures		PE	I	P	P	M	M	M	
		B. Practise 'failing well'		PE	I	P	P	M	M	M	
		C. Practise dealing with disappointment and unmet expectations		PE	I	P	P	M	M	M	
		D. Practise dealing with change		PE	I	P	P	M	M	M	
	5. Reflection Skills <i>How can students be reflective?</i>	5. (Re)considering the process of learning; choosing and using ATL skills									
		A. Develop new skills, techniques and strategies for effective learning			I	P	P	M	M	M	
		B. Identify strengths and weaknesses of personal learning strategies (self assessment)			I	P	P	M	M	M	
		C. Demonstrate flexibility in the selection and use of learning styles			I	P	P	M	M	M	
		D. Try new ATL skills and evaluate their effectiveness			I	P	P	M	M	M	
		E. Consider content (via teacher learning intentions – to student feedback			I	P	P	M	M	M	
		I. What did I learn about today?									
		II. What don't I yet understand?									
		III. What questions do I have now?									
		F. Consider ATL skills development (via student self-assessment proforma)			I	P	P	M	M	M	
		I. What Can I already do?									
		II. How can I share my skills to help peers who need practice?									
		III. What will I work on next?									
		G. Consider personal learning strategies (via student self-assessment proforma)			I	P	P	M	M	M	
		I. What can I do to become a more efficient and effective learner?									
		II. How can I become more flexible in my choice of learning strategies?									
		III. What factors are important for helping me learn well?									
		H. Focus on the process of creating by imitating the work of others									
I. Consider ethical, cultural and environmental implications		IS	I	P	P	M	M	M			
J. Keep a journal to record reflections		A	I	P	P	M	M	M			

Research

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Research	6. Information literacy skills <i>How can students demonstrate information literacy?</i>	6. Finding, interpreting, judging and creating information									
		A. Collect, record and verify data		S	I	P	P	M	M	M	
		B. Access information to be informed and inform others		S	I	P	P	M	M	M	
		C. Make connections between various sources of information		LA	I	P	P	M	M	M	
		D. Understand benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information.		LA		I	P	M	M	M	
		E. Use memory techniques to develop long term - memory		LA	I	P	P	M	M	M	
		F. Present information in a variety of formats and platforms			I	P	P	M	M	M	
		G. Collect and analyse data to identify solutions and make informed decisions		S	I	P	M	M	M	M	
		H. Process data and report results		S	I	P	P	M	M	M	
		I. Evaluate and select information sources and digital tools based on their appropriateness to specific tasks			I	P	P	M	M	M	
		J. Understand and use technology systems		D	I	P	P	M	M	M	
		K. Use critical thinking to analyse and interpret media communications		LL	I	P	P	M	M	M	
		L. Understand and implement intellectual property rights		LL	I	P	P	M	M	M	
	M. Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions		IS	I	P	P	M	M	M		
	N. Identify primary and secondary resources		IS	I	P	P	M	M	M		
	7. Media literacy skills <i>How can students demonstrate media literacy?</i>	7. Interacting with media to use and create ideas and information									
		A. Locate, organise, analyse, evaluate, synthesize and ethically use information from a variety of sources and media				I	P	M	M	M	
		B. Demonstrate awareness of media interpretations of events and idea (including digital social media)		LL	I	P	P	M	M	M	
		C. Make informed choices about personal viewing experiences		LL	I	P	P	M	M	M	
		D. Understand the impact of media representations and modes of presentation		A	I	P	P	M	M	M	
		E. Seek a range of perspectives from multiple audiences using a variety of media and formats		IS	I	P	P	M	M	M	
		F. Communicate information and ideas effectively to multiple audiences using a variety of media and formats		A	I	P	P	M	M	M	
		G. Compare, contrast and draw connections among (multi) media resources		A	I	P	P	M	M	M	

Thinking

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Thinking	8. Critical thinking skills <i>How can students think critically?</i>	8. Critical thinking skills								
		A. Practise observing carefully in order to recognise problems		D	I	P	P	M	M	M
		B. Gather and organise relevant information to formulate an argument		LL	I	P	P	M	M	M
		C. Recognise unstated assumptions and bias		IS	I	P	P	M	M	M
		D. Interpret data		S	I	P	P	M	M	M
		E. Evaluate evidence and arguments		IS	I	P	P	M	M	M
		F. Recognise and evaluate propositions		IS	I	P	P	M	M	M
		G. Draw reasonable conclusions and generalisations		S	I	P	P	M	M	M
		H. Test generalisations and conclusions		S	I	P	P	M	M	M
		I. Revise and understand based on new information and evidence		S	I	P	P	M	M	M
		J. Evaluate and manage risk		D	I	P	P	M	M	M
		K. Formulate factual, topical, conceptual and debatable questions			I	P	P	M	M	M
		L. Consider ideas from multiple perspectives		LA	I	P	P	M	M	M
		M. Develop contrary or opposing arguments		LL	I	P	P	M	M	M
		N. Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding		S		I	P	P	M	M
		O. Propose and evaluate a variety of solutions		S	I	P	P	M	M	M
		P. Identify obstacles and challenges		M	I	P	P	M	M	M
		Q. Use models and simulations to explore complex systems and issues		D			I	P	M	M
	R. Identify trends and forecast possibilities		M	I	P	P	M	M	M	
	S. Troubleshoot systems and applications		D			I	P	M	M	
	9. Creative thinking skills <i>How can students be creative?</i>	9. Creative thinking skills								
		A. Use brainstorming and visual diagrams to generate new ideas and inquiries		M	I	P	P	M	M	M
		B. Consider multiple alternatives, including those that might be unlikely or impossible		S	I	P	P	M	M	M
		C. Create novel solutions to authentic problems		A	I	P	P	M	M	M
		D. Make unexpected or unusual connections between objects and/ or ideas		D	I	P	P	M	M	M
		E. Design improvements to existing machines, media and technologies		D	I	P	P	M	M	M
		F. Design new machines, media and technologies		S		I	P	P	M	M

		G. Make guesses, ask “what if” questions to generate testable hypotheses		D	I	P	P	M	M	M	
		H. Apply existing knowledge to generate new ideas, products or processes		A	I	P	P	M	M	M	
		I. Create original works and ideas; use existing works and ideas in new ways		LL	I	P	P	M	M	M	
		J. Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments		M	I	P	P	M	M	M	
		K. Practise visible thinking strategies and techniques		LL	I	P	P	M	M	M	
		L. Generate metaphors and analogies		LL	I	P	P	M	M	M	
	10. Transfer skills <i>How can students transfer skills and knowledge among disciplines and subject groups?</i>	10. Utilising skills and knowledge in multiple contexts									
		A. Use effective learning strategies in subject groups and disciplines			I	P	P	M	M	M	
		B. Apply skills and knowledge in unfamiliar situations			I	P	P	M	M	M	
		C. Inquire in different contexts to gain a different perspective		LA	I	P	P	M	M	M	
		D. Compare conceptual understanding across multiple subject groups and disciplines			I	P	P	M	M	M	
		E. Make connections between subject groups and disciplines			I	P	P	M	M	M	
		F. Combine knowledge, understanding and skills to create products or solutions		D	I	P	P	M	M	M	
G. Transfer current knowledge to learning new technologies			D	I	P	P	M	M	M		
H. Change the context of an inquiry to gain different perspectives		LA	I	P	P	M	M	M			