	Approaches to Learning	
	COMMUNICATION	
Communication	The skills of effectively exchanging thoughts, messages and information through interaction	
	Give and receive meaningful feedback.	
How can students	Use intercultural understanding to interpret communication.	
communicate through interaction?	Use a variety of speaking techniques to communicate with a variety of audiences.	, ,
	Use appropriate forms of writing for different purposes and audiences.	
	Use a variety of media to communicate with a range of audiences.	
	Interpret and use effectively modes of non-verbal communication techniques and use them purposefully.	
	Negotiate ideas and knowledge with peers and teachers.	
	Participate in, and contribute to, digital social media networks.	
	Collaborate with peers, experts or others, employing a variety of digital environments and media.	
	Share ideas with multiple audiences using a variety of digital environments and media	
How can students	Reading, writing and using language to gather and communicate information	
demonstrate communication	Read critically and for comprehension	
through language?	Read a variety of sources for information and for pleasure.	
	Make inferences and draw conclusions.	,
	Use and interpret a range of discipline-specific terms and symbols	
	Write for different purposes.	
	Understand and use mathematical notation	
	Paraphrase accurately and concisely	
	Preview and skim texts to build understanding	
	Take effective notes in class	
	Make effective summary notes for studying.	
	Use a variety of organizers for academic writing tasks	
	Find information for disciplinary and interdisciplinary inquiries, using a variety of media	
	Organize and depict information logically.	
	Structure information in summaries, essays and reports.	
SOCIAL	The skills of working cooperatively with others	
Collaboration	Use social media networks to appropriately build and develop relationships.	
	Practice empathy	
	Delegate and share responsibility for decision-making	
	Help others to succeed	
	Take responsibility for one's own actions.	

		solve conflict and work collaboratively in teams		
	Build consensu			
		quitable decisions		
		o other perspectives and ideas		
	Negotiate effect			
		ers to contribute.		
	Exercise leader groups	ship and take on a variety of roles within		
	Give and receiv	re meaningful feedback	, , , , , , , , , , , , , , , , , , , ,	
	Advocate for or	e's own rights and needs	. ,	
SELF MANAGEMENT	Managing time	and tasks effectively		
	Plan short- and	long-term assignments; meet deadlines	, , , , , , , , , , , , , , , , , , , ,	
	Create plans to (examinations a	prepare for summative assessments and performances)		
How can students	Keep and use a	weekly planner for assignments		
demonstrate organisation skills?	Set goals that a	re challenging and realistic		
	Plan strategies academic goals	and take action to achieve personal and		
	Bring necessary	y equipment and supplies to class	, , , , , , , , , , , , , , , , , , , ,	
	Take responsib	ility for all outcomes of goal directed action	, , , , , , , , , , , , , , , , , , , ,	
	Keep to class s	chedules and assignment deadlines	* * * * * * * * * * * * * * * * * * * *	
	Keep an organi files/notebooks	zed and logical system of information		
	Use appropriate	e strategies for organizing complex information		
	Understand and styles)	d use sensory learning preferences (learning		
	Select and use	technology effectively and productively		
Affective skills	Managing state	of mind		
7 MOGRAGO GRAND	Mindfulness	Practice focus and concentration		
		Practice strategies to develop mental focus		
		Practice strategies to overcome distractions	* * * * * * * * * * * * * * * * * * * *	
		Practice strategies to overcome distractions		
	Perseverance	Demonstrate persistence and perseverance		
		Practice delaying gratification		
How can students manage their own	Emotional Management	Practice strategies to overcome impulsiveness and anger	1 1 111	
manage their own state of mind?		Practice strategies to prevent and eliminate bullying		
		Practice strategies to reduce stress and anxiety		
	Self-Motivation	Practice analysing and attributing causes for failure		
		Practice managing self-talk		
		Practice positive thinking		

Re	esilience	Practice strategies of 'bouncing back' after				
		adversity, mistakes and failures				
	1	Practice "failing well"				
		Practice dealing with disappointment and unmet expectations				
		Practice dealing with change				
	econsidering to TL skills	ne process of learning; choosing and using				
lea	evelop new sk arning	ills, techniques and strategies for effective				
How can students be reflective?	lentify strength trategies (self-a	s and weaknesses of personal learning assessment)				
	emonstrate fle trategies	xibility in the selection and use of learning				
L		Ils and evaluate their effectiveness				
[=]	What don't I ye	or about today? et understand? es do I have now?				
- ' - ' pr	Consider ATL skills development - What can I already do? - How can I share my skills to help peers who need more practice? - What will I work on next?					
le: sti	What can I do earner? How can I becarategies?	nal learning strategies to become a more efficient and effective come more flexible in my choice of learning are important for helping me learn well?				
ot - ' le: - sti	thers What can I do earner? How can I bed trategies?	to become a more efficient and effective come more flexible in my choice of learning are important for helping me learn well?				
C	onsider ethical	, cultural and environmental implications				
		o record reflections				
Fi		eting, judging and creating information				
RESEARCH						
Information literacy	ollect, record a	•				
		ion to be informed and inform others. ns between various sources of information				
demonstrate						
lea	nderstand the earning prefere ecalling information	benefits and limitations of personal sensory nces when accessing, processing and ation				
Us	se memory ted	chniques to develop long-term memory				
Pr	resent informa	tion in a variety of formats and platforms	111			
	ollect and anal	yse data to identify solutions and make				
Pr	rocess data ar	d report results				

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	Evaluate and select information sources and digital tools based on their appropriateness to specific tasks		
	Understand and use technology systems		
	Use critical literacy skills to analyse and interpret media communications		
	Understand and implement intellectual property rights	. ,	
	Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions		
	Identify primary and secondary sources		
	Interacting with media to use and create ideas and information	1 111	
Media literacy	Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks).		
How can students demonstrate media	Demonstrate awareness of media interpretations of events and ideas (including digital social media)		
literacy?	Make informed choices about personal viewing experiences.		
	Understand the impact of media representations and modes of presentation sources and media. (3b)	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
	Seek a range of perspectives from multiple and varied sources		
	Communicate information and ideas effectively to multiple audiences using a variety of media and formats	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
	Compare, contrast and draw connections among (multi)media resources		
THINKING	Analysing and evaluating issues and ideas		
	Practice observing carefully in order to recognize problems		
Critical thinking	Gather and organize relevant information to formulate an argument		
	Recognize unstated assumptions and bias		
	Interpret data	. ,	
	Evaluate evidence and arguments		
	Recognize and evaluate propositions		
	Draw reasonable conclusions and generalizations		
	Test generalizations and conclusions		
	Revise understanding based on new information and evidence		
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	Evaluate and manage risk		
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	Formulate factual, topical, conceptual and debatable questions Consider ideas from multiple perspectives		
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Creative Thinking	Generating novel ideas and considering new perspectives		
	Generate impossible ideas.		
	Use brainstorming and visual diagrams to generate new ideas and inquiries		
	Consider multiple alternatives, including those that might be unlikely or impossible		
How can students be creative?	Create novel solutions to authentic problems.	. ,	
200.00	Make unexpected or unusual connections between objects and/or ideas	1 111	
	Design improvements to existing machines, media and technologies		
	Make guesses, ask "what if" questions and generate testable hypotheses		
	Apply existing knowledge to generate new ideas, products or processes.		
	Create original works and ideas;use existing works and ideas in new ways	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
	Practice flexible thinking – develop multiple opposing, contradictory and complementary arguments	1.11	
	Practice visible thinking strategies and techniques		
	Geenerate metaphors and analogies	. ,	
	Utilizing skills and knowledge in multiple contexts		
Transfer	Utilize effective learning strategies in subject groups and disciplines		
	Apply skills and knowledge in unfamiliar situations.	. ,	
	Inquire in different contexts to gain a different perspective.		
How can students	Compare conceptual understanding across multiple subject groups and disciplines		
transfer skills and	Make connections betweensubject groups and disciplines		
knowledge between subjects	Combine knowledge, understanding and skills to create products or solutions.		
	Transfer current knowledge to learning of new technologies.		
	Change the context of an inquiry to gain different		
	perspectives.		

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