TEACHING WITH 21st CENTURY SKILLS (ATL) IN MIND

February 3-4 2018
Tokyo International School

2-13-6 Minami Azabu, Minato-ku Tokyo 106-0047 Tel: +81-3-5484-1160
Contact: Stacey Isomura staceyis@tokyois.com
Workshop Facilitator Lance King

Lance King is an internationally recognized author, teacher and workshop facilitator who, in the last 22 years, has worked with over 200,000 students worldwide as well as many thousands of their teachers and parents. He is the creator of the Art of Learning programme taught in over 250 schools in 33 countries and is a specialist in the direct teaching of ‘21st Century skills’. Within the International Baccalaureate Organisation he designed and developed the Approaches to Learning (ATL) framework for both the MYP and DP programmes which is currently being implemented in 4000 IB schools in 150 countries. He is a sought-after presenter for his workshops for teachers, students and parents and is also the author of three books on teaching and learning 21st C skills, two of which are now translated into both Chinese and French. Lance is married with four grown-up children, lives in Raglan, New Zealand and divides his time between delivering workshops around the world and writing.

Workshop Focus

Day 1 – Saturday 3rd Feb:

Topic 1. Introduction:
- What are 21st Century skills?
- What is the evidence of the need for these skills in the present student population?
- What are the frameworks of skills available world-wide?
- What is the overall aim, rationale and structure of a 21st C skills programme?
- What are the key Cognitive, Affective and Meta-cognitive 21st C skills?

Topic 2. Self-Managed Learners:
- What are the skills of the autonomous, self-managed learner?
- What is the connection between self-management and self-regulation of learning?
- How can teachers help students to take responsibility for their own learning and develop into autonomous, self-managed learners?
- How do you teach a skill?
- What are the levels of proficiency of skill acquisition?

Topic 3. Designing and Teaching Affective 21st C Skills – “Character skills”
- What are Character skills?
- How do you teach them?
- What are the steps of development of Character skills across a student’s school life?
- What are strategies for teaching Character skills?

Topic 4. Teaching Courage, Resilience and Failing Well
- What is the significance of failure and a student’s reaction to it?
● How can students (and teachers) learn how to “fail well”?
● What is the role of attribution of causality in success, failure and subsequent motivation?
● How can teachers model flexible mindsets and develop the process focused classroom?
● How can students learn to be more resilient?
● How can a school develop a resilience focused culture?

Day 2 – Sunday 4th Feb:

Topic 5. Designing and Teaching a 21st C Skills programme – Core Generic and Subject Specific Cognitive 21st C skills:
● What are the structural features of a 21st C skills programme?
● What are the differences between Core Generic and Subject Specific 21st C skills?
● What are the steps of development of the Cognitive 21st C skills from Grade 1-12?
● How can you map out Cognitive 21st C skills both horizontally and vertically?
● What are strategies for teaching all of the key Cognitive 21st C skills?

Topic 6. Assessing 21st C skills and Developing Meta-cognition:
● What is the difference between meta-cognitive knowledge and meta-cognitive performance?
● How can teachers raise meta-cognitive awareness in students?
● Is it possible to assess 21st C skills in isolation?
● How can students improve their own performance through meta-cognitive reflection on subject matter, 21st C skills and teaching/learning strategies?
● Developing self-assessment practices

Topic 7 – Inquiry, Blended and Self-Managed Learning – 1 hour
● What are the teaching/learning practices that generate student motivation and achieve highest levels of understanding?
● POSBGL - constructing and managing blended learning experiences
● How can teachers design learning experiences that use 21st C skills, achieve subject objectives and promote the development of self-managed learning at the level of self-regulation?

Venue

Tokyo International School, www.tokyois.com, is located in Minami Azabu near the center of one of the world’s most interesting and exciting cities. Nearby attractions include Tokyo Tower, the entertainment district of Roppongi and the shopping areas of Omotesando, Harajuku, and Shibuya. There are many hotels and restaurants nearby and the school is easily accessed by public transportation.
Registration

First fill out this form. Applications will be accepted on a first come first served basis with EARCOS member schools having priority due to EARCOS policy. Participants will receive confirmation from Tokyo International School that they have secured a place by November 24, 2017. Once registration has been confirmed, participants are asked to wire transfer 10,000 yen (EARCOS Schools) or 12,000 (non-EARCOS Schools) to the school using the details below. Alternatively, if participants prefer to pay in cash on the day, then written confirmation from your school principal is required before a place can be secured. In such instances, please send the confirmation to Stacey at staceyis@tokyois.com. In order to give as many schools as possible the opportunity of attending, we must initially limit each school to five participants.

Bank Information

Bank Name: Mitsubishi Tokyo UFJ bank (0005)
Branch Name: Kyobashi Branch (023)
Branch Address: 1-7-3 Ginza, Chuo-ku, Tokyo, Japan
Account Number: 0642185
Account Type: Checking(Futsu) account
Account Holder’s name: Tokyo International School
Account Holder’s address:
2-13-6 Minami Azabu, Minato-ku, Tokyo, 106-0047 Japan
SWIFT Code: BOTKJPJT
Notes: EARCOS attendee/Your name in the comments section

We look forward to welcoming you to Tokyo International School