

### Holistic Framework vis-à-vis Other Lists of Desired Outcomes

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Holistic Framework Domain	IB Learner Profile	Description	IPC Personal Goals	Costa & Kallick Habits of Mind	Components or Capacities
Self/ Personhood	<b>Balanced</b>	Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.	<b>Adaptability</b>		Self-views <ul style="list-style-type: none"> <li>• Self-concept</li> <li>• Self-esteem</li> <li>• Self-efficacy</li> <li>• Subjective Well-being</li> </ul>
	<b>Reflective</b>	Give thoughtful consideration to own learning and experience. Able to assess and understand personal strengths and limitations in order to support personal learning and development.			Knowledge and use of <ul style="list-style-type: none"> <li>• Temperament</li> <li>• Personality</li> <li>• Learning style</li> <li>• Strengths</li> <li>• Interests</li> </ul>
Cognitive/ Thinking	<b>Knowledgeable</b>	Explore concepts, ideas and issues that have local and global significance. In so doing, acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.		<ul style="list-style-type: none"> <li>• Apply past knowledge to new situations</li> </ul>	Academic disciplines Think like <ul style="list-style-type: none"> <li>• Artists</li> <li>• Historians</li> <li>• Mathematicians</li> <li>• Philosophers</li> <li>• Scientists</li> <li>• Writers/Story Tellers</li> </ul>
	<b>Thinkers</b>	Exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.	<b>Thoughtfulness</b>	<ul style="list-style-type: none"> <li>• Gather data through the senses</li> <li>• Think and communicate with clarity and precision</li> <li>• Strive for accuracy</li> <li>• Thinking flexibly</li> <li>• Create, imagine, innovate</li> <li>• Question and pose problems</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive processing skills                             <ul style="list-style-type: none"> <li>○ Association</li> <li>○ Conservation</li> <li>○ Analysis</li> <li>○ Implication</li> <li>○ Correlation and Causation</li> <li>○ Synthesis</li> <li>○ Closure</li> </ul> </li> <li>• Ability to learn</li> <li>• Critical &amp; creative thinking</li> <li>• Problem solving</li> </ul>

Affective/ Emotional	<b>Caring</b>	Show empathy, compassion and respect towards the needs and feelings of others. Have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.		<ul style="list-style-type: none"> <li>• Listen with understanding and empathy</li> <li>• Respond with wonderment and awe</li> <li>• Find humor</li> </ul>	Emotionally competent <ul style="list-style-type: none"> <li>• Awareness of own emotions and those of others</li> <li>• Appropriate display</li> <li>• Management of emotions</li> </ul>
	<i>Happy</i>	State they are happy and satisfied with their lives.			Engage in activities that <ul style="list-style-type: none"> <li>• are pleasant and/or pleasurable</li> <li>• allow for learner to develop and demonstrate personal strengths</li> <li>• are meaningful to the individual and society</li> </ul>
Conative/ Volitional	<b>Inquirers</b>	Develop their natural curiosity. Acquire the skills necessary to conduct inquiry and research and show independence in learning. Actively enjoy learning and this love of learning will be sustained throughout their lives.	<b>Enquiry</b>		<ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Independent investigation</li> <li>• Learning goals</li> </ul>
	<b>Risk-takers</b>	Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. Brave and articulate in defending their beliefs.			<ul style="list-style-type: none"> <li>• Risk awareness</li> <li>• Thoughtful consideration of risk and reward</li> <li>• Managing emotions</li> <li>• Develop and implement action plan</li> </ul>
	<i>Self-Regulated</i>	Develops goals and objectives, makes plans, implements and evaluates plans, makes adjustments.		<ul style="list-style-type: none"> <li>• Persist</li> <li>• Manage impulsivity</li> <li>• Take responsible risks</li> <li>• Remain open to continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Intentionality</li> <li>• Forethought</li> <li>• Self-reactiveness</li> <li>• Self-reflection</li> </ul>
			<b>Resilience</b>		<ul style="list-style-type: none"> <li>• Control – Beliefs and attitudes related to personal control</li> <li>• Coherence – Integration of cognitive, emotional, and behavioral capacities</li> <li>• Connectedness – Having human contacts or the ability to make them</li> </ul>

Body/ Physical	<i>Live a healthy lifestyle</i>	Knowledgeable about the impact of nutrition and exercise on physical health; engage in healthy lifestyle; demonstrate physical competence.			<ul style="list-style-type: none"> <li>• Knowledge <ul style="list-style-type: none"> <li>○ Nutrition</li> <li>○ Exercise</li> </ul> </li> <li>• Activity/engagement</li> </ul>
	<i>Kinesthetic Competence</i>	Can use one's body to display complex knowledge, emotions, intentions, or skills.			<p>Demonstrate competence in large and small motor skills associated with</p> <ul style="list-style-type: none"> <li>• Sports</li> <li>• Dance</li> <li>• Theatre</li> </ul>
Purpose/ Spiritual/ Existential	<i>Spiritual</i>	Asks questions about unknowns; shows connections to something beyond or larger than one's self.			<ul style="list-style-type: none"> <li>• Yearning for Deep Connection</li> <li>• Longing for Silence &amp; Solitude</li> <li>• Search for Meaning &amp; Purpose</li> <li>• Creative Drive</li> <li>• Urge of Transcendence</li> </ul>
Social/ Relationships	<b>Communicators</b>	Understand and express ideas and information confidently and creatively in more than one language; work effectively and willingly in collaboration with others.	<b>Communication</b>	Think interdependently	<ul style="list-style-type: none"> <li>• Listen when working with others</li> <li>• Write for audience</li> <li>• Speak – small group, large group</li> <li>• Speak a second language</li> </ul>
	<b>Open-minded</b>	Understand and appreciate own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.			<ul style="list-style-type: none"> <li>• Knowledgeable of other cultures, societies, and national histories</li> <li>• Analyze and evaluate strengths and weaknesses of own and other cultures vis-à-vis U.N. Universal Declaration of Human Rights</li> </ul>
	<i>Socially Competent</i>	Socially aware; make friends; work in groups.			<ul style="list-style-type: none"> <li>• Social awareness <ul style="list-style-type: none"> <li>○ primal empathy</li> <li>○ attunement</li> <li>○ empathetic accuracy</li> <li>○ social cognition</li> </ul> </li> <li>• Social skills <ul style="list-style-type: none"> <li>○ synchrony</li> <li>○ self-preservation</li> <li>○ influence</li> <li>○ concern</li> </ul> </li> </ul>
				<b>Cooperation</b>	
			<b>Respect</b>		

Moral/ Ethical	<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.	<b>Morality</b>		<ul style="list-style-type: none"> <li>• Ethical sensitivity</li> <li>• Ethical judgment</li> <li>• Ethical motivation</li> <li>• Ethical action</li> </ul>
Multiple	<i>Metacognition</i>	Become aware of own thoughts, feelings, intentions, strategies, and actions and how these affect others.		Metacognition	<ul style="list-style-type: none"> <li>• KWHL – Know already, What to Learn, How to learn, assess Learning</li> <li>• SQ4R – Survey, Question, Read, Recite, Reflect, Review</li> </ul>

Huitt, W. (2010). *A holistic view of education and schooling: Guiding students to develop capacities, acquire virtues, and provide service*. Paper presented at the 12th Annual International Conference sponsored by the Athens Institute for Education and Research (ATINER), May 24-27, Athens, Greece. Retrieved from <http://www.edpsycinteractive.org/papers/holistic-view-of-schooling.pdf>

ECIS Workshop materials: <http://www.edpsycinteractive.org/brilstar/ecis-2010.html>

The Brilliant Star Integrated Reading Project (PreK-2): <http://www.edpsycinteractive.org/brilstar/integrative/index.html>

The Brilliant Star Integrated Reading Project (PreK-2): <http://www.edpsycinteractive.org/brilstar/integrative/upelem/index.html>

Integrating Physical Activity and Academic Objectives: <http://www.edpsycinteractive.org/brilstar/integrative/physical/index.html>

Integrating Academic and Holistic Objectives (6-12): <http://www.edpsycinteractive.org/brilstar/units/index.html>