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

Developed by: W. Huitt, October 2010

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| **Holistic Framework Domain** | **IB**  **Learner Profile** | **Description** | **IPC**  **Personal Goals** | **Costa & Kallick**  **Habits of Mind** | **Components or Capacities** |
| Self/ Personhood | **Balanced** | Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. | **Adaptability** |  | Self-views   * Self-concept * Self-esteem * Self-efficacy * Subjective Well-being |
| **Reflective** | 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   * Temperament * Personality * Learning style * Strengths * Interests |
| Cognitive/ Thinking | **Knowledgeable** | 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. |  | * Apply past knowledge to new situations | Academic disciplines  Think like   * Artists * Historians * Mathematicians * Philosophers * Scientists * Writers/Story Tellers |
| **Thinkers** | Exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. | **Thoughtfulness** | * Gather data through the senses * Think and communicate with clarity and precision * Strive for accuracy * Thinking flexibly * Create, imagine, innovate * Question and pose problems | * Cognitive processing skills   + Association   + Conservation   + Analysis   + Implication   + Correlation and Causation   + Synthesis   + Closure * Ability to learn * Critical & creative thinking * Problem solving |
| Affective/ Emotional | **Caring** | 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. |  | * Listen with understanding and empathy * Respond with wonderment and awe * Find humor | Emotionally competent   * Awareness of own emotions and those of others * Appropriate display * Management of emotions |
| *Happy* | State they are happy and satisfied with their lives. |  |  | Engage in activities that   * are pleasant and/or pleasurable * allow for learner to develop and demonstrate personal strengths * are meaningful to the individual and society |
| Conative/ Volitional | **Inquirers** | 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. | **Enquiry** |  | * Curiosity * Independent investigation * Learning goals |
| **Risk-takers** | 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. |  |  | * Risk awareness * Thoughtful consideration of risk and reward * Managing emotions * Develop and implement action plan |
| *Self-Regulated* | Develops goals and objectives, makes plans, implements and evaluates plans, makes adjustments. |  | * Persist * Manage impulsivity * Take responsible risks * Remain open to continuous learning | * Intentionality * Forethought * Self-reactiveness * Self-reflection |
|  |  | **Resilience** |  | * Control – Beliefs and attitudes related to personal control * Coherence – Integration of cognitive, emotional, and behavioral capacities * Connectedness – Having human contacts or the ability to make them |

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| Body/ Physical | *Live a healthy lifestyle* | Knowledgeable about the impact of nutrition and exercise on physical health; engage in healthy lifestyle; demonstrate physical competence. |  |  | * Knowledge   + Nutrition   + Exercise * Activity/engagement |
| *Kinesthetic Competence* | Can use one’s body to display complex knowledge, emotions, intentions, or skills. |  |  | Demonstrate competence in large and small motor skills associated with   * Sports * Dance * Theatre |
| Purpose/ Spiritual/ Existential | *Spiritual* | Asks questions about unknowns; shows connections to something beyond or larger than one’s self. |  |  | * Yearning for Deep Connection * Longing for Silence & Solitude * Search for Meaning & Purpose * Creative Drive * Urge of Transcendence |
| Social/ Relationships | **Communicators** | Understand and express ideas and information confidently and creatively in more than one language; work effectively and willingly in collaboration with others. | **Communication** | Think interdependently | * Listen when working with others * Write for audience * Speak – small group, large group * Speak a second language |
| **Open-minded** | Understand and appreciate own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. |  |  | * Knowledgeable of other cultures, societies, and national histories * Analyze and evaluate strengths and weaknesses of own and other cultures vis-à-vis U.N. Universal Declaration of Human Rights |
| *Socially Competent* | Socially aware; make friends; work in groups. |  |  | * Social awareness   + primal empathy   + attunement   + empathetic accuracy   + social cognition * Social skills   + synchrony   + self-preservation   + influence   + concern |
|  |  | **Cooperation** |  |  |
|  |  | **Respect** |  |  |
| Moral/ Ethical | **Principled** | 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. | **Morality** |  | * Ethical sensitivity * Ethical judgment * Ethical motivation * Ethical action |
| Multiple | *Metacognition* | Become aware of own thoughts, feelings, intentions, strategies, and actions and how these affect others. |  | Metacognition | * KWHL – Know already, What to Learn, How to learn, assess Learning * SQ4R – Survey, Question, Read, Recite, Reflect, Review |

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>