

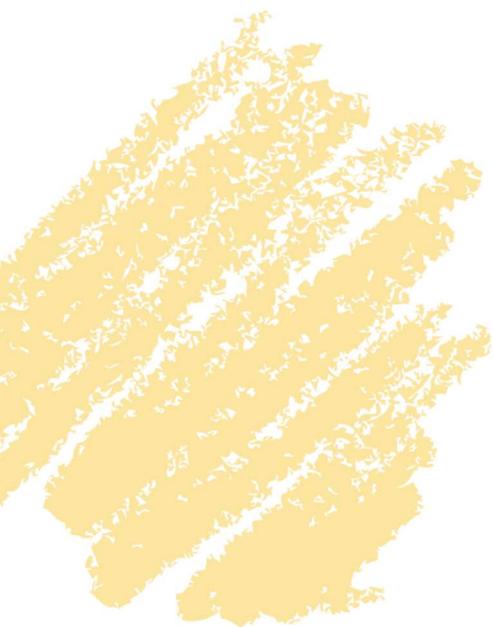


Erasmus+

Enriching lives, opening minds.



**HOLISTIC
LEARNING AND
TEACHING**



Strategies for Implementing Holistic Learning and Teaching

Planning

- 1 Discuss how to nurture the broad development of your students. Focus on their intellectual, aesthetic, creative, emotional, social and physical potentials.¹
- 2 Prioritize interdisciplinary projects to strengthen a multifaceted outlook and develop life skills.
- 3 Plan to offer a wide range of subjects across the curriculum (all subject groups) to develop different skills and a holistic view of knowledge.
- 4 Consider how you may actively involve parents in the learning process to make connections between home and school.
- 5 Try to create a school culture that encourages flat hierarchical structures and good relationships between students and teachers. A holistic education needs relationships founded on trust.
- 6 Develop the school infrastructure to create an environment that encourages holistic development. This may for example include library space, sport facilities, art and craft laboratories, science laboratories etc.
- 7 Plan to design a physical space to enable holistic learning, e.g. collaborative spaces for project work, spaces for presentations and individual development.

Development

- 8 Foster the development of 21st century skills. The UNESCO Associated School Network (UNESCO ASP Network) and the United Nation's Sustainable Development Goals (SDGs) provide valuable guidelines to develop a substantial understanding of global challenges.
- 9 Look at global issues from local, national and international perspectives so that students may understand the multiple interactions between political, economic, social, cultural and environmental issues. Encourage them to reflect on their own role and responsibility in society and on the world views of others in the global community.²
- 10 Help students to develop an awareness of the importance of life-long learning. This might best be achieved if different age groups work together. Students in Lower, Middle and Upper School may for example work together as the editorial team of your school magazine or put theatrical or musical performances on stage.
- 11 Address students' needs and interests by connecting the content of your lessons to current events and topics of interest.
- 12 Foster close teacher collaboration to meet the students' individual needs and address the holistic development of each student.
- 13 Collaborate with partner organisations such as NGOs, local clubs or charities to give students the opportunity to apply their theoretical subject skills in real world contexts.

¹ Cf. John Hart, *Holistic Education: An Interpretation for Teachers in the IB Programme*, 2010, p. 3.

² Cf. *Global Education Guidelines. Concepts and Methodologies for on Global Education for Educators and Policy Makers*, Developed by the North-South Centre of the Council of Europe in consultation with the Global Education Network. Updated edition 2019, p. 17.

14 Organize Active Learning School Trips that incorporate activities aimed to develop the skills and knowledge related to chosen topics.

15 Encourage students to develop their intellectual potential by engaging them in challenging activities, for instance different contests, competitions, quizzes, Olympiads etc.

16 Foster active citizenship. This may take many forms. International IB World Schools offer CAS activities as part of their curricular core.³ Students may, for example,

- a) join after-school clubs (e.g. debating clubs like MUN or EYP, Erasmus+ clubs or Young Scientists forums);
- b) conduct voluntary service work and take an active part in the local community. Examples: being a football trainer for younger children, tutoring peers or younger students, arranging local runs like a charity run for “Saving the Children”, offering free computer lessons for the elderly, cleaning up coastal areas, teaching languages to refugees, volunteering at homeless shelters, pet shelters etc.
- c) challenge themselves in individually created sports programmes;
- d) develop their creative potential, for instance by playing the piano at an assembly, creating art displays, showing short documentaries (own productions), putting up theatre productions or musicals, producing creative writing, creating and designing a literary school magazine, writing for the school newspaper, starting a dance club, international cuisine club, photography club etc.

Evaluation

17 Monitor your students’ progress and their well-being. Create a support system by involving different teachers as well as school counsellors and tutors.

18 Use a mix of formal and informal evaluation methods, such as formal interviews, surveys, checklists, tests or informal conversations with students and teachers, and evaluate the views of different stakeholders to improve your holistic learning and teaching approach.

19 Showcase students’ individual talents and interests through assemblies, displays, conferences, exhibitions, performances etc or present student outputs digitally to the school community.

20 Report to parents to keep them informed about the project objectives and the development of student skills and achievements. You may choose formal ATL reports or prefer to share the outline of your project work on the school website or via a school newsletter or similar publications. A form for project evaluation can be found in the appendix.

³ CAS (Creativity, Activity, Service) is a holistic voluntary programme, which is part of the IB Diploma Programme and aims at fostering student initiative and balancing the academic part of the programme. It is closely connected to the IB learner profile.

Strategies for Autonomous Learning in a Holistic Learning Environment

1 Support student agency by encouraging them to pursue their topics of interests, take risks in their own learning and leave their comfort zones.

2 Use differentiated methods of teaching and learning to meet the needs of heterogeneous groups and different learner types. Allow students to pursue their favourite learning styles and work at their own pace.

3 Integrate inquiry-based teaching into the classroom to encourage students to search for answers themselves and develop advanced problem-solving skills and multidisciplinary perspectives.

4 Incorporate flipped-classrooms, WebQuests etc. into your lessons to encourage in-depth individual inquiries.

5 Foster students' critical thinking skills to give them greater independence in their analytical work. (How have the given data been analysed? How reliable is the source? How does the design of a graphic influence our perception? How strong and logical are the conclusions that have been drawn?)

6 Make students reflect on their intrinsic and extrinsic motivation.

7 Give students a choice of different types of outputs to produce and activities to pursue in order to develop the necessary skills.

8 Give students challenging long-term (research) tasks like the Extended Essay or individual investigations.

9 Allow peer-teaching for students to develop and show their expertise.

10 Help students to develop self-assessment skills. Provide them with rubrics for self-reflection.

11 Give tangible and transparent formative feedback.

12 Start student exchanges with other schools and involve students in planning, preparing, organising and evaluating their stays.

13 Give high-achieving students the possibility to work outside the standard classroom in order to develop a project linked to the class curriculum. The teacher may support them in an advisory capacity. The final product should be presented to the class to ensure that the high achievers are involved in the progression of the class and may provide valuable impulses for their classmates.

14 Build participatory structures which allow students to take part in decision-making.

Appendix:

Student Project Outline (to be completed by students), developed by Escola Voramar, Barcelona.

PROJECT: TITLE		DURATION:	
COMPETENCIES		PREVIOUS KNOWLEDGE AND MOTIVATION	
AREAS OF KNOWLEDGE	ACTIVITIES	:RESOURCES	
OBJECTIVES	:GROUPINGS/METHODOLOGY	IT TOOLS	
FINAL PRODUCT	DIFFUSION	ASSESSMENT	

Sources:

Global Education Guidelines. Concepts and Methodologies for on Global Education for Educators and Policy Makers, Developed by the North-South Centre of the Council of Europe in consultation with the Global Education Network. Updated edition 2019

Hart, John. Holistic Education: An Interpretation for Teachers in the IB Programme, 2010

Links:

IB Learner Profile. International Baccalaureate Organisation. URL:

<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

Creativity, Activity, Service. International Baccalaureate Organisation. URL:

<https://www.ibo.org/programmes/diploma-programme/curriculum/creativity-activity-and-service/>

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