

Building the habits of...

Confident Individuals



Curriculum for Excellence: the educational balancing trick

Scottish schools are more fortunate than many others in having, in CfE, a curriculum that pays balanced attention both to the higher purposes of educating young people for their future lives, and to the more obvious classroom business of curriculum areas with knowledge and specific skills to be inculcated and acquired.

But keeping the balance is always challenging. The ever-present pressure of the day-to-day, plus eventual qualifications, can squeeze out attention to the longer-term, higher-order learning and dispositions.

Yet the two sides can work synergistically instead of competitively, in concert rather than in conflict ...

Uniting the models of CfE and Building Learning Power All powerful learners cultivate a set of key learning characteristics. Confident Individuals, as described by the CfE, would deploy a subset of these characteristics, the most important of which are highlighted in the diagram below.

Confident Individuals

This resource sketches an approach that schools and teachers could use to deliver the CfE promise of helping young people to become Confident Individuals.

We see 'Confident Individuals' as having a strong positive view of themselves, built upon an ability to manage their own learning. Persisting in the face of difficulty and communicating well with others ensure they can achieve success in all areas of life

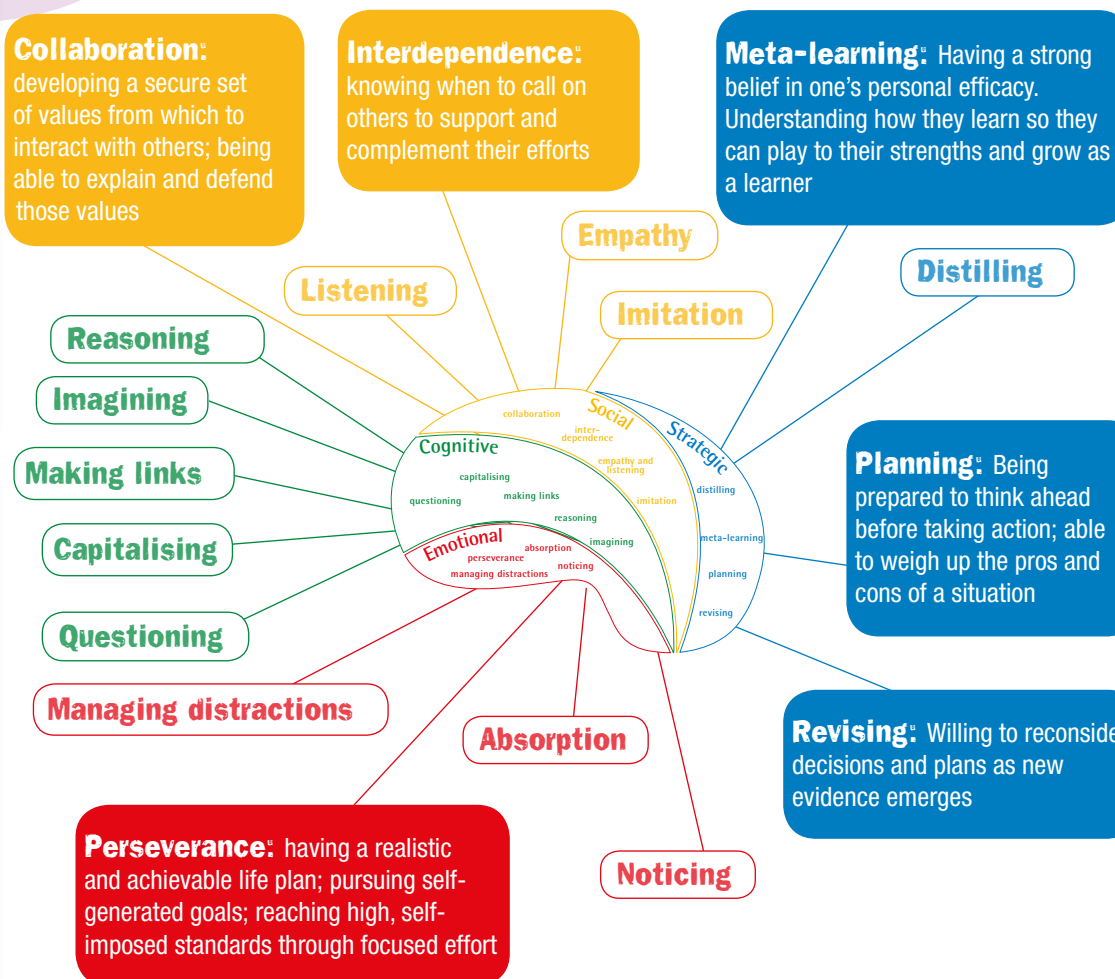
There is a lot of learning for a young person to get through in their school career — a powerful learner can expect to learn more, faster, and more thoroughly. Which, by the way, should help hugely with the 'outcomes' side of the curriculum balance.

CfE says that Confident Individual are:

- self respect
- a sense of physical, mental and emotional well being
- secure values and beliefs

and that they can:

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity



Learning behaviours to build powerful Confident Individuals

The BLP approach



There are two main parts to the approach:

- A** a model of a learner and learning, in terms of a set of characteristics that work together to make a person a highly capable learner; we use 'learning power' to describe the effect. (Several of these characteristics appear in this card.)
- B** a view of the kind of pedagogy that will nurture and strengthen the learning characteristics in young people.

These are bound together by the fundamental idea that 'learning is learnable', and by explicit, detailed discussion of how learning works, supported by a rich repertoire of words and action.