



# The Seven Dispositions Learning Continuum K-6

## THE SEVEN DISPOSITIONS FOR LIFELONG LEARNING AND PROBLEM SOLVING

*"The learning continuum describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed at particular stages of schooling."*

THE AUSTRALIAN CURRICULUM



### Kindergarten

Typically by the end of Kindergarten a student will:

### Years 1 & 2

Typically by the end of Year 2 a student will:

### Years 3 & 4

Typically by the end of Year 4 a student will:

### Years 5 & 6

Typically by the end of Year 6 a student will:

#### OPEN-MINDED

*The student is open to getting new ideas.*

*The student is open to the ideas and opinions of others.*

- ▶ Share experiences of cooperation in play and group activities.
- ▶ Listen to others' ideas, and recognise that others may see things differently from them.

- ▶ Recognise there is more than one way to solve a problem.
- ▶ Acknowledge that people hold many points of view.

- ▶ Consider a range of strategies to negotiate positive outcomes to problems.
- ▶ Contribute to group decisions in a range of situations.

- ▶ Seek and respond to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential.

#### FLEXIBLE

*The student is able to switch perspectives when looking at issues or problems.*

*The student is willing to change their mind or plan.*

- ▶ Identify options when making decisions to meet their own needs and the needs of others.

- ▶ Describe similarities and differences in points of view between themselves and people in their communities.
- ▶ Describe ways to express emotions to show awareness of the feelings and needs of others.
- ▶ Try new strategies during non-routine tasks.

- ▶ Discuss the value of diverse perspectives and describe a point of view that is different from their own.

- ▶ Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects.

#### RISK TAKER

*The student is not afraid of making mistakes.*

*The student is willing to take on new challenges while maintaining personal safety.*

- ▶ Attempt tasks with support or prompting.
- ▶ Make a choice to participate in a class activity.
- ▶ Explore relationships through play and group experiences.
- ▶ Identify situations that feel safe or unsafe, approaching new situations with confidence.

- ▶ Practise solving simple interpersonal problems.
- ▶ Undertake short tasks within the limits of personal safety.
- ▶ Experiment with strategies, where appropriate, when attempting new tasks.
- ▶ Attempt tasks independently and identify when, and from whom, help should be sought.

- ▶ Predict the consequences of group decisions in a range of situations.
- ▶ Identify skills they wish to develop.
- ▶ Devise and apply strategies to monitor own behaviour to overcome fears or manage impulsivity.

- ▶ Skilfully and mindfully take risks when confronted with problems to which a solution is not immediately apparent.
- ▶ Identify factors that influence their decision making and consider the usefulness of these when making their own decisions.

#### RESOURCEFUL

*The student finds creative or inventive ways to solve problems when resources are limited.*

- ▶ Describe ways they can help at home and school.

- ▶ Practise solving problems while recognising there are many ways to solve a problem.

- ▶ Identify a problem and consider ways to take action to address it.
- ▶ Identify a range of strategies to negotiate positive outcomes to problems.

- ▶ Identify causes and effects of problems, and practise different strategies to diffuse or resolve problems.

#### PATIENT & PERSISTENT

*The student spends extra time and effort on tasks and doesn't give up easily when faced with difficulties.*

- ▶ Recognise and identify participation in, or completion of, a task.
- ▶ Persist with short tasks within the limits of personal safety.

- ▶ Persist with tasks when faced with challenges and adapt their approach where first attempts are not successful.

- ▶ Explain the value of self-discipline and goal-setting in helping them to learn.
- ▶ Describe challenges, and identify skills that they need to develop to address those challenges.

- ▶ Analyse factors that influence ability to self-regulate.
- ▶ Devise strategies and formulate plans to assist in the completion of challenging tasks.

#### UBIQUITOUS LEARNER

*The student will think, learn and create anywhere, anyhow, anytime.*

- ▶ Select tasks they can do in different learning contexts.
- ▶ Identify ways to take responsibility for familiar tasks at home and school.

- ▶ Set goals in learning and personal organisation by completing tasks within a given time.

- ▶ Consider, select and adopt a range of strategies for working independently.
- ▶ Identify and describe factors and strategies that assist their learning.

- ▶ Assess the value of working independently, and take initiative to do so where appropriate.
- ▶ Devise and apply strategies to set realistic learning goals.
- ▶ Monitor their progress.

#### REFLECTIVE

*The student will reflect on their thinking, actions and learning.*

- ▶ Recognise and identify how their emotions influence the way they feel and act.
- ▶ Identify their abilities, talents and interests as learners.
- ▶ Reflect on their feelings as learners and how their efforts affect skills and achievements.

- ▶ Discuss their strengths and weaknesses as learners and identify some learning strategies to assist them.
- ▶ Reflect on what they have learnt about themselves from a range of experiences at home and school.

- ▶ Describe and reflect on personal strengths.
- ▶ Identify preferred learning styles and work habits.
- ▶ Reflect on achievements, based on self-assessment strategies and teacher feedback.

- ▶ Identify factors that influence decision making and consider the usefulness of these in making their own decisions.
- ▶ Describe the influence that personal qualities and strengths (dispositions) have on their learning outcomes.

