



“Disposition of the Week” Term Program 5-10

THE SEVEN DISPOSITIONS FOR LIFELONG LEARNING AND PROBLEM SOLVING

“Thinking dispositions form the foundation for all learning and should underpin any educational program. They are critical to learning and to the transfer of learned material.”

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Learning Level	Week 2	Week 3 (D1)	Week 4 (D2)	Week 5 (D3)	Week 6 (D4)	Week 7 (D5)	Week 8 (D6)	Week 9 (D7)	Week 10
5-6	<p>Parent survey</p> <p>Provide questionnaire tool to collect parent observations of their child's use of The Seven Dispositions at home.</p>	<p>Open Minded</p> <p>Seek and respond to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential.</p> <p>Consider others' ideas to negotiate positive outcomes to problems.</p>	<p>Flexible</p> <p>Discuss the value of diverse perspectives and describe a point of view that is different from their own.</p> <p>Contribute to groups and teams, suggesting alternative methods for group investigations and projects/tasks.</p>	<p>Risk Taker</p> <p>Identify new skills they wish to develop.</p> <p>Skilfully and mindfully take risks when confronted with problems to which a solution is not immediately apparent.</p> <p>Predict the consequences of decisions in a range of situations.</p>	<p>Resourceful</p> <p>Identify a problem and consider different ways to take action to address it.</p> <p>Identify causes and effects of problems and create strategies to diffuse or resolve those problems.</p>	<p>Patient and Persistent</p> <p>Explain the value of self-discipline and goal-setting in helping them to learn.</p> <p>Describe challenges, and identify skills that they need to develop to address those challenges.</p>	<p>Ubiquitous Learner</p> <p>Identify and describe factors and strategies that assist their learning at school and home.</p> <p>Consider, select and adopt a range of strategies for working independently.</p>	<p>Reflective</p> <p>Describe and reflect on personal strengths.</p> <p>Reflect on achievements, based on self-assessment strategies and teacher feedback.</p> <p>Identify preferred learning styles and work habits.</p>	<p>Parent survey</p> <p>Provide questionnaire tool to collect parent observations of their child's improved use of the Seven Dispositions at home.</p>
7-8	<p>Student self-reflection and goal-setting</p> <p>Students complete Dispositions self-reflection tool.</p>	<p>Open Minded</p> <p>Acknowledge the values, opinions and attitudes of different groups within society.</p> <p>Draw on the contributions of team members to complete complex tasks.</p>	<p>Flexible</p> <p>Compare the values, opinions and attitudes of different groups to their own points of view.</p> <p>Assess and modify individual and group decision-making processes in challenging situations.</p>	<p>Risk Taker</p> <p>Predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies.</p> <p>Adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence.</p>	<p>Resourceful</p> <p>Apply effective problem-solving strategies, and make the most of available resources to achieve goals.</p>	<p>Patient and Persistent</p> <p>Select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.</p> <p>Assess, adapt and modify strategies and plans and revisit tasks with renewed confidence.</p> <p>Identify enablers and barriers to achieving goals.</p>	<p>Ubiquitous Learner</p> <p>Identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning.</p>	<p>Reflective</p> <p>Make a realistic assessment of their abilities and achievements, and prioritise areas for improvement.</p> <p>Critique their effectiveness in working independently by identifying enablers and barriers to achieving goals.</p>	<p>Student self-reflection</p> <p>Students complete Dispositions self-reflection tool.</p>
9-10	<p>Student self-reflection and goal-setting</p> <p>Students complete Dispositions self-reflection tool.</p>	<p>Open Minded</p> <p>Reflect on feedback from peers, teachers and other adults to analyse personal characteristics and skill sets.</p> <p>Articulate their personal value system, and analyse the effects of actions that repress social power and limit the expression of diverse views.</p>	<p>Flexible</p> <p>Rethink approaches to tasks to take account of unexpected or difficult situations.</p> <p>Evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required.</p>	<p>Risk Taker</p> <p>Evaluate, rethink and refine approaches to tasks to take account of safety considerations.</p> <p>Analyse the consequences of their decision making.</p>	<p>Resourceful</p> <p>Manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes.</p>	<p>Patient and Persistent</p> <p>Take account of unexpected or difficult situations and rethink and refine approaches to tasks.</p>	<p>Ubiquitous Learner</p> <p>Critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts.</p>	<p>Reflective</p> <p>Assess their strengths and challenges and devise personally appropriate strategies to achieve future success.</p> <p>Evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required.</p>	<p>Student self-reflection</p> <p>Students complete Dispositions self-reflection tool.</p>

Each week the nominated ‘Disposition of the Week’ is announced through the newsletter and on the school Facebook page. The poster for each disposition is displayed in classrooms for that week. Teachers promote the week’s disposition by reminding students of its benefits and prompting students each day to use their disposition when facing challenges. Teachers commend students on the application of their dispositions through written and verbal feedback.