



# “Disposition of the Week” Term Program K-6

## 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.”

SHARI TISHMAN, PROJECT ZERO, HARVARD UNIVERSITY, 2012



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
<b>K</b>	<input type="checkbox"/> <b>Parent survey</b> Provide questionnaire tool to collect parent observations of their child’s use of the Seven Dispositions at home.	<input type="checkbox"/> <b>Open Minded</b> Listen to others’ ideas, and recognise that others may see things differently from them. Share experiences of cooperation in play and group activities.	<input type="checkbox"/> <b>Flexible</b> Identify options when making decisions to meet their own needs and the needs of others. Try new strategies during non-routine tasks.	<input type="checkbox"/> <b>Risk Taker</b> Attempt new 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.	<input type="checkbox"/> <b>Resourceful</b> Describe inventive ways they can help solve problems at home or school.	<input type="checkbox"/> <b>Patient and Persistent</b> Persist with short tasks within the limits of personal safety. Recognise and identify completion of a task.	<input type="checkbox"/> <b>Ubiquitous Learner</b> Select tasks they can do in different learning contexts. Identify ways to take responsibility for tasks at both home and school.	<input type="checkbox"/> <b>Reflective</b> 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 achievements.	<input type="checkbox"/> <b>Parent survey</b> Provide questionnaire tool to collect parent observations of their child’s improved use of the Seven Dispositions at home.
<b>1-2</b>	<input type="checkbox"/> <b>Student self-reflection and goal-setting</b> Students complete Dispositions self-reflection tool.	<input type="checkbox"/> <b>Open Minded</b> Acknowledge that people hold many points of view. Recognise there is more than one solution to a problem.	<input type="checkbox"/> <b>Flexible</b> Express emotions to show awareness of the feelings and needs of others. Describe similarities and differences in points of view between themselves and people in their communities. Experiment with alternative strategies when attempting tasks.	<input type="checkbox"/> <b>Risk Taker</b> Undertake short tasks within the limits of personal safety. Attempt tasks independently and identify when, and from whom, help should be sought. Practise solving simple interpersonal problems.	<input type="checkbox"/> <b>Resourceful</b> Practise solving problems by experimenting with different strategies or tools.	<input type="checkbox"/> <b>Patient and Persistent</b> Persist with tasks when faced with challenges and adapt their approach where first attempts are not successful.	<input type="checkbox"/> <b>Ubiquitous Learner</b> Identify ways to take responsibility for tasks at both home and school. Set goals in learning and personal organisation by completing tasks within a given time.	<input type="checkbox"/> <b>Reflective</b> 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.	<input type="checkbox"/> <b>Student self-reflection</b> Students complete Dispositions self-reflection tool.
<b>3-6</b>	<input type="checkbox"/> <b>Student self-reflection and goal-setting</b> Students complete Dispositions self-reflection tool.	<input type="checkbox"/> <b>Open Minded</b> Seek and respond to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential. Consider others’ ideas to negotiate positive outcomes to problems.	<input type="checkbox"/> <b>Flexible</b> Discuss the value of diverse perspectives and describe a point of view that is different from their own. Contribute to groups and teams, suggesting alternative methods for group investigations and projects.	<input type="checkbox"/> <b>Risk Taker</b> Identify new skills they wish to develop. Skilfully and mindfully take risks when confronted with problems to which a solution is not immediately apparent. Predict the consequences of decisions in a range of situations.	<input type="checkbox"/> <b>Resourceful</b> Identify a problem and consider different ways to take action to address it. Identify causes and effects of problems and create strategies to diffuse or resolve those problems.	<input type="checkbox"/> <b>Patient and Persistent</b> 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.	<input type="checkbox"/> <b>Ubiquitous Learner</b> Identify and describe factors and strategies that assist their learning at school and home. Consider, select and adopt a range of strategies for working independently.	<input type="checkbox"/> <b>Reflective</b> Describe and reflect on personal strengths. Reflect on achievements, based on self-assessment strategies and teacher feedback. Identify preferred learning styles and work habits.	<input type="checkbox"/> <b>Student self-reflection</b> Students complete Dispositions self-reflection tool.

**Each week the nominated ‘Disposition of the Week’ is announced through the newsletter or on the school Facebook page.**

**All teachers promote that week’s disposition by reminding and prompting students each day to use their ‘superpower for learning’.**

**Teachers commend students on the use of their disposition through regular feedback and with merit awards on Fridays.**