



The Seven Dispositions Learning Continuum 5-10

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



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:

Years 7 & 8

Typically by the end of Year 8 a student will:

Years 9 & 10

Typically by the end of Year 10 a student will:

OPEN-MINDED

The student is open to getting new ideas.

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

- ▶ Consider a range of strategies to negotiate positive outcomes to problems.
- ▶ Identify a range of conflict resolution strategies to negotiate positive outcomes to problems.

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

- ▶ Acknowledge the values, opinions and attitudes of different groups within society.
- ▶ Draw on the contributions of team members to complete complex tasks.
- ▶ Predict outcomes by drawing on previous problem-solving and decision-making strategies.

- ▶ Reflect on feedback from peers, teachers and other adults to analyse personal characteristics and skill sets.
- ▶ Articulate their personal value system, and analyse the effects of actions that repress social power and limit the expression of diverse views.

FLEXIBLE

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

The student is willing to change their mind or plan.

- ▶ 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.

- ▶ Acknowledge the values, opinions and attitudes of different groups and compare to their own points of view.
- ▶ Assess and modify individual and group decision-making processes in challenging situations.

- ▶ Rethink approaches to tasks to take account of unexpected or difficult situations.
- ▶ Evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required.

RISK TAKER

The student is not afraid of making mistakes.

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

- ▶ 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.

- ▶ Predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies.
- ▶ Adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence.

- ▶ Evaluate, rethink and refine approaches to tasks to take account of safety considerations.
- ▶ Analyse the consequences of their decision making.

RESOURCEFUL

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

- ▶ 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.

- ▶ Apply effective problem-solving strategies, and make the most of available resources to achieve goals.

- ▶ Manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes.

PATIENT & PERSISTENT

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

- ▶ 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.

- ▶ Select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.
- ▶ Assess, adapt and modify strategies and plans and revisit tasks with renewed confidence.
- ▶ Identify enablers and barriers to achieving goals.

- ▶ Take account of unexpected or difficult situations and rethink and refine approaches to tasks.

UBIQUITOUS LEARNER

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

- ▶ 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.

- ▶ Identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning.

- ▶ Critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts.

REFLECTIVE

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

- ▶ 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.

- ▶ Make a realistic assessment of their abilities and achievements, and prioritise areas for improvement.
- ▶ Critique their effectiveness in working independently by identifying enablers and barriers to achieving goals.

- ▶ Assess their strengths and challenges and devise personally appropriate strategies to achieve future success.
- ▶ Evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required.

