

LEARNING DISPOSITIONS

Learning dispositions refer to desirable attitudes and competencies that empower students to be better learners at school and in a changing world. A student's learning dispositions in each subject are indicated by four competencies, each on a progression from Level 1 to Level 5 (highest). Students are encouraged to develop these competencies to the highest level.

COMPETENCY DESCRIPTIONS AND LEVEL STATEMENTS (2024)

| Competency | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|--|--|--|---|
| Agency in learning Knowing what to learn, and how to learn and who and with to learn it from to attain expertise in an area of interest | The directed learner <i>Learners at this level use guidance from others to support participation in learning.</i> | The diligent learner <i>Learners at this level learn by interpreting and following instructions, looking for guidance on what they should learn and how they should learn it.</i> | The self-regulated learner <i>Learners at this level are skilled achievers who aspire to reach standards, making informed and deliberate decisions about their learning.</i> | The extended learner <i>Learners at this level are motivated to learn independently and from others, engaging with ideas and challenges to deepen their own understandings and competence.</i> | The unbound learner <i>Learners at this level apply themselves relentlessly to their learning and are creative producers of knowledge, seeking to deepen and expand what they know and can do in domains of interest.</i> |
| Collaboration Working with others to achieve a common goal | The guided collaborator <i>Learners at this level follow the guidance of others to contribute to group goals.</i> | The engaged collaborator <i>Learners at this level participate in activities to address common goals.</i> | The responsible collaborator <i>Learners at this level actively contribute to identifying, shaping and achieving common goals.</i> | The orchestrating collaborator <i>Learners at this level initiate and take responsibility for organising collaborative activities to achieve common goals.</i> | The amplifying collaborator <i>Learners at this level take responsibility for the outcomes of collaborative activities, harnessing the talents and diversity of the group.</i> |
| Communication Transmitting, receiving and interpreting information, ideas, arguments, feelings and beliefs to support the purposes of the individual or group | The functional communicator <i>Learners at this level are adept at expressing their needs and wants explicitly or implicitly, transmitting and receiving information, and participating in social interaction in their community.</i> | The transactional communicator <i>Learners at this level share information, converse easily in familiar contexts, and are aware of their audience.</i> | The active communicator <i>Learners at this level focus on interpreting and conveying meaning, checking their own and their audience's understandings, and adapting their choice of style and content as required.</i> | The attuned communicator <i>Learners at this level work effectively to build and share complex, nuanced meaning and achieve their communication purposes by generating impactful responses in their audiences.</i> | The influential communicator <i>Learners at this level are creative users of their communication skills, exploring and negotiating new ideas and meanings to influence others and inspire action.</i> |
| Quality thinking Thinking things through to achieve better outcomes for the individual or group | The structured thinker <i>Learners at this level apply routine learned processes to solve familiar problems, accepting obvious, straightforward solutions.</i> | The inquisitive thinker <i>Learners at this level are curious about ideas and representations of the world, using questions to get a clearer understanding and arrive at possible solutions.</i> | The investigative thinker <i>Learners at this level are interested in investigating how and why things work, posing questions and actively engaging in problem solving.</i> | The analytical thinker <i>Learners at this level develop explanations based on reasoning and evidence to understand, test, adapt and challenge ideas or representations.</i> | The innovative thinker <i>Learners at this level can engage deeply with a topic, using systematic processes, judgement, reasoning and creativity to understand and explore ideas and generate novel solutions.</i> |

BEHAVIOURAL INDICATORS – WHAT IT LOOKS LIKE IN THE CLASSROOM

BEHAVIOURAL INDICATORS FOR AGENCY IN LEARNING COMPETENCE

| Competency | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|---|--|--|---|
| <p>Agency in learning Knowing what to learn, how to learn it and who to learn it from</p> | <p>The directed learner <i>Learners at this level use guidance from others to support participation in learning.</i></p> <p>Behavioural indicators: They attempt learning tasks by following set rules and procedures. They seek and respond to clear direction and supervision regarding the steps to take when completing tasks. They respond to encouragement to try out and persist with new and unfamiliar tasks or ideas. They seek positive affirmation about each step in their learning.</p> | <p>The diligent learner <i>Learners at this level learn by interpreting and following instructions, looking for guidance on what they should learn and how they should learn it.</i></p> <p>Behavioural indicators: They complete most set tasks and tackle challenges with encouragement. They seek direction and affirmation, looking to the teacher or other experts to check what is correct and to judge the standard of work. They respond positively to feedback and praise for their accomplishments. They participate in groups, making contributions in areas where they have some understanding.</p> | <p>The self-regulated learner <i>Learners at this level are skilled achievers who aspire to reach standards, making informed and deliberate decisions about their learning.</i></p> <p>Behavioural indicators: They work hard to achieve success, striving to reach the expected standards of understanding and performance in a domain. They identify learning strategies that are successful for them and work systematically to meet requirements without much prompting. They are motivated by positive recognition of their attainments. They seek guidance and feedback from teachers and other experts on their progress, addressing any gaps in their understanding or their knowledge of content to be covered. They work productively with classmates on collaborative activities.</p> | <p>The extended learner <i>Learners at this level are motivated to learn independently and from others, engaging with ideas and challenges to deepen their own understandings and competence.</i></p> <p>Behavioural indicators: They are curious and excited to learn, seeking competence and challenge, not just good results. They enjoy exploring things that are puzzling or complex and are open to trying innovative ideas and methods. They like learning collaboratively, using the ideas of others to extend and challenge their own thinking. They readily engage with classmates and others to present, explain, question and advocate their ideas. They notice contested or different views of the world and ways of operating within it, and they look for ways to accommodate these perspectives in their approaches.</p> | <p>The unbound learner <i>Learners at this level apply themselves relentlessly to their learning and are creative producers of knowledge, seeking to deepen and expand what they know and can do in domains of interest.</i></p> <p>Behavioural indicators: They generate and seek out new understandings and knowhow, and are intrigued by things that are complex, perplexing, unknown or ambiguous, even when this causes them to rethink their approach. They practice, experiment and set their own standards, steering their own and others' learning, and are sought out by classmates to collaborate, explain concepts and provide advice. They talk about their interests in a compelling and informed way and are excited to engage with differing opinions and methods, seeking out interested others both inside and outside the school. They are not phased if they are challenged and are not afraid to critique and question accepted concepts, ideas and positions.</p> |

BEHAVIOURAL INDICATORS FOR COLLABORATION COMPETENCE

| Competency | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|--|--|---|--|
| <p>Collaboration Working with others to achieve a common goal</p> | <p>The guided collaborator <i>Learners at this level follow the guidance of others to contribute to group goals.</i></p> <p>Behavioural indicators: They accept goals identified by the group, most readily when the goals align with their personal interests. They fulfil assigned roles, following the advice and instructions of group leaders. They participate in discussions, noticing and responding to the ideas of others. They assist others to complete tasks when encouraged.</p> | <p>The engaged collaborator <i>Learners at this level participate in activities to address common goals.</i></p> <p>Behavioural indicators: They offer their ideas in discussions and listen to and acknowledge other points of view. They accept group direction for roles and responsibilities, and fulfil assigned tasks, seeking help if required. They are aware of progress in achieving goals and respond to suggestions to review plans or change direction. They accept leadership guidance in response to disruptions or conflict.</p> | <p>The responsible collaborator <i>Learners at this level actively contribute to identifying, shaping and achieving common goals.</i></p> <p>Behavioural indicators: They participate in discussions to identify and clarify interests and motivations and to build consensus around common goals. They respectfully explore and challenge others' ideas and are prepared to change their view in response to other perspectives. They can be relied on to complete their assigned tasks, identifying and calling out issues or barriers if they arise. They monitor group progress, are accountable for their own work, and offer assistance as needed.</p> | <p>The orchestrating collaborator <i>Learners at this level initiate and take responsibility for organising collaborative activities to achieve common goals.</i></p> <p>Behavioural indicators: They convene groups to explore shared interests and establish common goals and roles, respecting group boundaries and reconciling different interests. They establish group norms and protocols to facilitate effective collaboration between participants with diverse views, interests and motivations. They drive participation and help to focus the group, actively shaping conversations, building shared commitment and, where necessary, taking action to facilitate compromise. They take responsibility for tracking group progress. When blocks or lack of activity threaten outcomes, they initiate action to re-establish norms and review processes.</p> | <p>The amplifying collaborator <i>Learners at this level take responsibility for the outcomes of collaborative activities, harnessing the talents and diversity of the group.</i></p> <p>Behavioural indicators: They foster an inclusive and respectful environment, seeking to develop group commitment to common goals. They facilitate discussion and debate, encouraging members to recognise each other's contribution and to be prepared to refine their viewpoints to build consensus. They anticipate barriers and disruptions that may reduce productivity or affect the successful achievement of shared goals, and they take the initiative to address such challenges, working with the group to identify new strategies or approaches, or recruiting others to support the achievement of goals.</p> |

BEHAVIOURAL INDICATORS FOR COMMUNICATION COMPETENCE

| Competency | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|--|---|--|--|
| <p>Communication Transmitting, receiving and interpreting information, ideas, arguments, feelings and beliefs to support the purposes of the individual or group</p> | <p>The functional communicator <i>Learners at this level are adept at expressing their needs and wants explicitly or implicitly, transmitting and receiving information, and participating in social interaction in their community.</i></p> <p>Behavioural indicators: They respond and give directions, and share information using familiar language styles, in familiar contexts, with familiar tools. They select and share content based on their own interests and perceptions. They are guided by others when selecting the manner in which to communicate or the tools to use. They notice the effects of their communications on others.</p> | <p>The transactional communicator <i>Learners at this level share information, converse easily in familiar contexts, and are aware of their audience.</i></p> <p>Behavioural indicators: They offer information, ideas and opinions and seek them from others, following conventional communication protocols. They use images, signs and symbols to assist communication and take context into consideration. When presenting, they acknowledge their audience and choose an appropriate style from familiar methods, approaches and tools. When listening, they indicate attention and respond based on their interpretation of what they heard. They provide a range of feedback to others and ask questions or use paraphrasing to make sure they understand the intended meaning.</p> | <p>The active communicator <i>Learners at this level focus on interpreting and conveying meaning, checking their own and their audience's understandings, and adapting their choice of style and content as required.</i></p> <p>Behavioural indicators: They can present a credible story or explanation that suits their audience and context, selecting and applying appropriate communication tools and styles. They engage with others, using discussion, debate and argument to negotiate shared meaning in familiar contexts. They understand that others have different interests and perspectives, and they cater to these to enable understanding. They respond to questions and feedback, and they recognise and try to correct misunderstandings and address disagreements.</p> | <p>The attuned communicator <i>Learners at this level work effectively to build and share complex, nuanced meaning and achieve their communication purposes by generating impactful responses in their audiences.</i></p> <p>Behavioural indicators: They can engage with audiences that have diverse interests or perspectives and can tailor content and style to suit their purposes, employing different conventions or specialist language as required. They are mindful and careful about the impact of their communications on others. They monitor impact through feedback and dialogue, facilitating and negotiating shared understandings.</p> | <p>The influential communicator <i>Learners at this level are creative users of their communication skills, exploring and negotiating new ideas and meanings to influence others and inspire action.</i></p> <p>Behavioural indicators: They use, integrate and adapt different tools and modes of communication in innovative ways to maximise impact and engagement. They are able to navigate complex communications and they develop and deliver persuasive, clear explanations and arguments. They are sensitive to their audience and adept at negotiating shared meaning, responding to and engaging with a range of interests or perceptions. They are comfortable and effective communicating with individuals or with larger groups, adding to their own understandings while developing the understandings of others.</p> |

BEHAVIOURAL INDICATORS FOR QUALITY THINKING COMPETENCE

| Competency | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|--|--|---|---|
| <p>Quality thinking Thinking things through to achieve better outcomes for the individual or group</p> | <p>The structured thinker <i>Learners at this level apply routine learned processes to solve familiar problems, accepting obvious, straightforward solutions.</i></p> <p>Behavioural indicators: They rely on their own experience or past learning when making judgements or forming views. In new situations, they notice familiar features and use these to propose simple solutions. When arguing or defending their work they stick to a stable or known position. They respond to challenges to their ideas or opinions by describing or redoing their procedural steps to justify their results.</p> | <p>The inquisitive thinker <i>Learners at this level are curious about ideas and representations of the world, using questions to get a clearer understanding and arrive at possible solutions.</i></p> <p>Behavioural indicators: They form opinions quickly and apply familiar thinking strategies that have worked for them in the past. They can identify relevant elements in a problem situation and use these to generate ideas in their reasoning. They can describe the thinking behind their decisions and use and acknowledge the ideas of others. When their ideas or solutions are challenged, they provide reasons or examples which support their own view or approach.</p> | <p>The investigative thinker <i>Learners at this level are interested in investigating how and why things work, posing questions and actively engaging in problem solving.</i></p> <p>Behavioural indicators: They approach problems with an open mind and are prepared to test a range of solutions, recognising that some problems will have multiple solutions and may require shifts in approach. They investigate new concepts and ideas by making connections with other problems and contexts. When justifying their approaches and conclusions they provide well reasoned arguments and evidence. They reflect on and evaluate their actions or approach, looking for errors and inconsistencies in their solutions.</p> | <p>The analytical thinker <i>Learners at this level develop explanations based on reasoning and evidence to understand, test, adapt and challenge ideas or representations.</i></p> <p>Behavioural indicators: They are prepared to tackle open-ended problems, identifying relevant aspects and trying out a range of plausible solutions. They can generate new ideas and approaches by synthesising concepts and ideas from other people or problems. To enhance their understandings, they seek out different points of view that challenge or test their thinking, using these to refine, adapt and justify their conclusions.</p> | <p>The innovative thinker <i>Learners at this level can engage deeply with a topic, using systematic processes, judgement, reasoning and creativity to understand and explore ideas and generate novel solutions.</i></p> <p>Behavioural indicators: They analyse situations thoroughly, looking for new conceptions and explanations that provide insight and raise further questions or directions. They expand their thinking and produce innovative ideas by integrating diverse perspectives, challenging assumptions and applying creative processes. They are excited by the challenges presented by unresolved problems or situations. They support and test their conclusions with evidence and reasoning. They are open to questioning and critiques of their thinking, and they welcome debate or feedback that challenges their understandings.</p> |