**Mark Tredwell 21.5.13**

Defining and creating learning dispositions

Understand the learning process - key to life learning

Guy Claxton- edtalk video reflection.

prior knowledge is key to learning

Peer learning important

Learning habits -where differences are seen a posed to ability

Ability- describe the learning dispositions students have

Talk more with their peers, persistent, ask questions, less dependent on teacher,

less distracted

How is Paul like this? Has he been taught explicitly?

Teachers not the portal of knowledge- ask good questions to direct students

Dispositions - natural chance to do something

Thinking is ability to ask good questions of yourself

Habits

Discussing, questions, capitalising on resources, making connections, analysing

concepts, persisting in face of adversity. Collaborating,

Want to form habits - understand the concepts

E.g Persistent - how to do this, how to do in other situations unpack the concept to

make it a habit

Understand. Concepts help to form connections in neurons and make automated

internalised

Prompting students to reflect on previous lesson by asking questions might encourage

them to do similar Self questioning when they need to cue their own recall

Understand key concept rather than key facts help them in the future

"Habits of minds"

Graham Nuthall 'the hidden lives of learned'

Encourage to make connections between prior knowledge and new learning

education - expand their capacity to learn - to engage skilfully in situations of

uncertainty

Visible thinking/ habits of mind building learning power

Build set of mental habits

Values - what our eduction should be doing?

Habits for the 21st century learning?

Show list and encourage teachers/parents to identify what we want for our students

Being right

Creating ideas

Listening to teachers

Questioning things

Working alone

Being active

Remembering facts

Showing initiative

Following instructions

Self-evaluating

being adventurous

Copying down

Discussing with peers

Accepting what you are told

Working with others

Sitting still

Imagining possible solutions

Showing respect

Taking responsibility

Being evaluated

Needs to be self-automated

Swivel - to film yourself for self-evaluation $200 by online can put on child to

follow them. - use on focus child

Question students, talking time, students reflection time

Teachers to review themselves before and after how long do they spend questioning

kids, talking to kids, allowing students to think, use of prompt and students

reaction, students engagement when in groups, students engagement when teacher

talking

Ask staff what is important - have them observe themselves to identify the evidence

of the important things

Rate themselves against the important things

Habits only change when you have an emotive response

Smaller organisations need more employees with competencies and process of learning

Melbourne declaration - fantastic document that spells out what we want our students

to have. Acara doesn't fit this mould.