Table 12: The learning dispositions continuum provides an alternative framework for evaluating learning skills

	Definition	Emerging	Developing	Highly accomplished	Embedded excellence
Questions	*A way of finding out*	I don't ask too many questions	I can answer 'shallow' questions	I use a wider range of questions – 'shallow' and 'deep' to find information	I constantly ask questions to seek further information and deepen my understanding
Reflection	*Thinking about and looking back on the learning to decide how it went and where to next*	I am not sure what reflection is and what it means but I do want to learn more about this	I am reflecting on my learning with support or prompts – e.g. question starters or feedback marking	I know reflection is an important part of the learning process. I can talk about when, what and how I reflect	I understand reflection helps me with my learning. I use it continuously across a range of situations
Thinking	*Reasoning about, reflecting or pondering*	I don't usually think much during the learning and do not make connections between areas of learning	With support, I can use thinking organisers and strategies to further my learning	I can use various thinking tools and strategies to deepen my thinking and learning	I naturally select the most appropriate thinking tool and strategy to reach a decision, outcome, solution or situation I am faced with
Connections	*Linking knowledge together to create new understanding*	I find it hard to make connections or links but I am ready to learn about this	I can sometimes make connections, often with support or modelling. Sometimes I have an 'ah ha' moment and I see a link or connection	I make many links and connections between pieces of knowledge to create new ideas or deepen understanding	I constantly look for and use knowledge to connect with old and new learning to develop new understanding. I can talk about this and share with others
Determination	*The ability to stick at a challenge task when you feel like giving up. The desire and*	If things are too tricky I often give up. Sometimes I don't and I want to have more determination	I can self-talk to show determination with tasks that are a little trickier and I can self-motivate to keep going	I have a number of strategies that help me to be determined when tasks are challenging. I can give examples of these	I am determined to self-improve to achieve my very best. I choose from a range of strategies to overcome obstacles and problem-solve. I identify and commit

Table 12: The learning dispositions continuum provides an alternative framework for evaluating learning skills

	determination to self-improve and succeed				to achieving next learning steps
Self-awareness	*Aware of yourself as a learner – your actions, thoughts, strengths and next steps*	I am not sure of the things that might help me to become a better learner but I do want to know more about this	I am beginning to build awareness of what I need to do to become a better learner. I can identify some next steps to improve	I am self-aware in my actions and reflection to improve and develop my strengths. I independently work towards achieving my next steps	I am conscious of what makes me 'tick' (strengths, next steps, thoughts and personality traits). I am self-motivated and self-aware of actions I need to improve as a learner
Wonder	*To be amazed at something; the desire to know something*	I am not sure what it means to 'wonder' but there are some things I am really interested in	I sometimes wonder and imagine	I can wonder about ideas and imagine possibilities from one or two perspectives	I wonder to come up with ideas about what 'might be' from many different perspectives. I can elaborate these ideas and come up with ideas. I can distinguish between wonderings I can act on and wonderings that are unobtainable