



# Role of dispositions when a child transitions to school

In the Early Childhood Australia publication, *The Early Years Learning Framework: Building confident learners*, Leonie Arthur identifies the following positive dispositions for learning. We have provided some examples of how you can support children to develop these dispositions.

## Disposition or Characteristics

## Examples of how educators can support children to develop these dispositions

**Enthusiasm:** Children actively initiate and engage in investigations and interactions and are keen to try new things.

- Allow children freedom to interact with resources in different ways. For example, take coloured “jewels” from the sorting table and use them in the home corner as money or take them to the sandpit and bury them to find treasure.

**Curiosity:** Children explore, ask questions and problem solve as they make sense of their world.

- Provide magnifying glasses and bug catchers for exploring the outdoor area
- Use books and technology to research a topic further and find out why, supporting the children along the way
- Present science activities with cause and effect and ask questions. E.g. A floating and sinking experiment

**Commitment:** Children show focus when engaged in activities that interest them.

- Provide an interest based program where the children can choose from a wide selection of materials or activities. For example, collage trolley filled with cardboard, glitter, old cards, wrapping paper, different sized boxes, natural materials, paper of different size, shape and texture, sticky tape, glue, pencils etc. for creating whatever the children imagine.

**Persistence:** Children engage in an activity until they are satisfied with their progress.

- Provide a program with activities that span over days or a month. The children know that they have time to explore and come back to the task.
- Provide an area where half completed constructions (for example) can be revisited by the child next time they attend with a sign asking others not to touch.
- Puzzles – children complete the whole puzzle before moving on to play in other areas.

**Confidence:** Children are willing to take a risk in exploring the unfamiliar and are able to ask questions of and form relationships with adults and children they don't know yet.

- Making new friends at preschool or being grouped with different peers for small groups.
- Having special visitors into the education and care setting, or going on excursions where children have the opportunity to meet other adults and children and to interact.

**Cooperation:** Children are able to work in groups, sharing, taking turns and listening to others while engaging in collaborative problem solving.

- Group board games or circle games e.g. “Doggy Doggy Where’s Your Bone?” or “Duck, Duck Goose”.
- Group projects such as building the tallest tower with blocks or making a car out of box construction.

**Reflexivity:** Children are aware of their relationships with others and can reflect on their own learning, often sharing this with their peers and adults.

- After a group experience ask the children questions about things they have learnt.
- Going on an excursion or having visitors come into the education and care setting and then questioning the children on what they learnt, who they played with etc.

