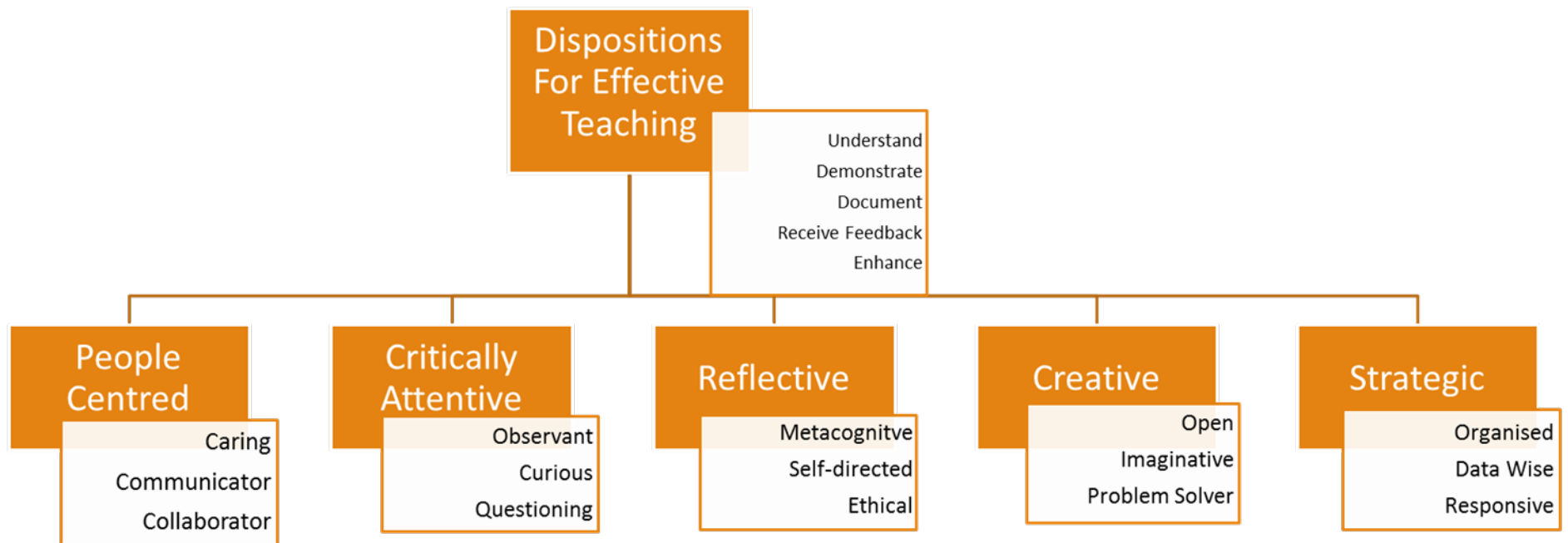
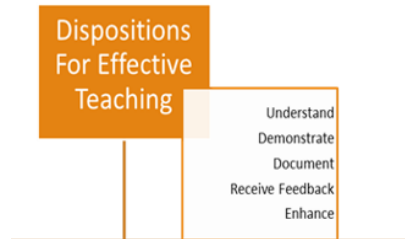


Master of Teaching (Secondary): Teaching Dispositions Framework (2017)



McGraw, A., McDonough, S. & Wines, C. (2016). Impact of 'Classroom Intensives' on Pre-service Teachers' (thinking) Dispositions. In Brandenburg, R., McDonough, S., Burke, J. & White, S. *Teacher Education: Innovation, Intervention and Impact*. Singapore: Springer.

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- **Understand:** PSTs come to understand the complex nature of the dispositions through explicit discussions, reading and through making connections between theories, personal experiences and teaching practices.
- **Demonstrate:** PSTs demonstrate dispositions in substantive conversations, in writing, during practitioner inquiries, in teaching practice, when working collaboratively with others, and in their learning behaviours.
- **Document:** PSTs document their capacity to activate dispositions in all assessment tasks including their personal reflections, in professional portfolios, in journals and in practitioner inquiries.
- **Receive Feedback:** PSTs receive explicit feedback related to their dispositions from lecturers related to assessment tasks, from experienced teachers on placement (including at Round Table Feedback Conferences) and from peers in collaborative learning tasks.
- **Enhance:** PSTs work independently to enhance their dispositions and over time examine how their thinking is developing.

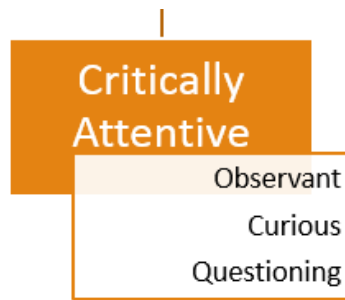
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Descriptors:

- **Caring:** Having and fostering caring relations
 - Receptive to the needs, interests, emotions and life circumstances of others
 - Listens attentively to others, aware of personal judgements
 - Responds affirmatively and with considered action
- **Communicative:** Uses language appropriately and effectively in different circumstances
 - Makes adjustments to language when speaking and writing for different audiences
 - Speaks with passion and enthusiasm
 - Empowers others (particularly young people) to voice their views
 - Relates stories in order to promote understanding and empathy
- **Collaborator:** Works effectively with others
 - Open to hearing, responding to and learning from others
 - Uses strategies to enhance collaboration
 - Enjoys the process of contributing to group achievements

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Descriptors:

- **Observant: Seeing through 'intelligent eyes'**
 - Casting the eye
 - Finding a focus for close attention
 - Sitting within a situation and lingering
 - Choosing language to depict nuance and detail
- **Curious: Having broad-reaching curiosity**
 - Wanting to know more
 - Sensitive to personal interactions, feelings, gesture, silences
 - Noticing and being intrigued by ambiguities
- **Questioning: Posing questions to prompt deeper thinking**
 - Framing questions and concerns related to the political, social and cultural life of classrooms
 - Framing questions to prompt creative thinking related to new possibilities
 - Tentative rather than certain
 - Awareness of assumptions and personal motivations

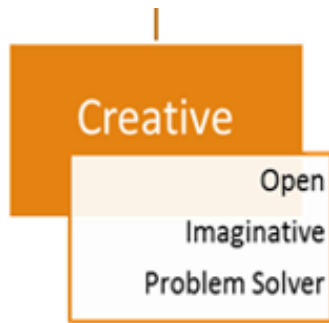
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Descriptors:

- **Metacognitive:** thinks about one's personal thinking and its impact
 - Frames questions to prompt and extend personal thinking
 - Returns to experiences and critically examines personal thinking and actions looking for habits of mind
 - Develops suitable language to describe ways of thinking
- **Self-directed:** uses new understandings to plan, take action and evaluate outcomes
 - Thoughtfully makes plans, takes risks and acts based on what is learned in previous experiences
 - Takes responsibility, is accountable and uses mistake-making as an opportunity for learning
 - Has confidence in ability to create and implement new innovations
- **Ethical:** thinks about the moral purpose of teaching and acts accordingly
 - Uses a moral compass to inform thinking and action
 - Raises and examines ethical dilemmas with others, including in classroom contexts with students
 - Identifies and describes core values exhibited by self and others

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Descriptors:

- **Open:** willing to be affected by a range of cultural elements including diverse voices, resources, possibilities, requests, research findings, texts.
 - Welcomes new and diverse opportunities
 - Recognises and flourishes in situations that are complex
 - Hesitates and considers all options before making important decisions
- **Imaginative:** utilises the power of the imagination in a range of contexts including teaching, curriculum design, problem solving, leadership
 - Makes surprising, unusual and interesting connections and juxtapositions
 - Visualises and creates new possibilities and ways forward
 - Interrogates the tried and true
- **Problem Solver:** equipped to identify, unpack and resolve problems
 - Understands that 'problems are our friends'
 - Draws from a range of strategies to examine and resolve problems
 - Understands that many problems are best dealt with collaboratively
 - Maintains resilience and seeks support when issues continue to arise

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Descriptors:

- **Organised:** uses a range of strategies to function effectively in a busy working environment
 - Plans in sequential, logical, holistic and creative ways
 - Meets deadlines and is punctual and reliable
 - Devises strategies for record keeping
- **Data wise:** collects, analyses and draws conclusions from data
 - Collects qualitative and quantitative data
 - Engages in evidence-informed theory-building
 - Publicly supports interpretations by referring to rich data and ambiguities
 - Takes a big picture perspective as well as a personal perspective that considers the needs of individuals in diverse contexts
- **Responsive:** uses rich data to take action
 - Makes rich connections between data and personal/practical knowledge
 - Thoughtfully takes action (including risks) based on analysis of data
 - Gathers, examines and uses feedback from others, including students, colleagues, parents and leaders
 - Takes leadership in situations that require it