Fostering Essential Dispositions in Young Children

Guidance for use of the video in a training

Provide participants with a link to the video and ask them to view as part of their pre-work. Ask them to take some notes on the major points made. Then, during the session, could choose a few segments to watch more closely. Or, if time allows, show during the session (pausing after each segment to discuss.)

- At the beginning of the session, or after viewing the video, have the participants complete a consensogram to identify the self-perceived areas of strengths and needs of the group. Write the six dispositions by name across the board. Pass out 2 differently-colored post-it notes and have each of them post on the wall above the term – one color for a strength and the other color to indicate an area needing strengthening. It will quickly become apparent if there are certain areas that need to be emphasized. If there isn’t consensus, then address each of the areas equally.

- Divide the group in to six small groups (or however many of the segments you have chosen to focus on.) Assign each group one of the dispositions in the video. Provide each one an informational hand-out about their area of focus. Have them read and review their notes then discuss with others in their group the points most interesting to them. Have them brainstorm a list of strategies that providers could use to support children’s development of that disposition. Have them create a poster (provide markers and let them be as creative as they wish) that emphasizes their main points on large paper and post them up on the wall.

- Do a walk-about and give each group time to spend at each poster reading and discussing the implications for practice. If they come up with additional ideas, they could add them to the list as well.

- After all have reviewed the posters, have them return to their seats and individually create an action plan to identify the ideas that they will implement when they return to their own settings.

- Close the discussion by inviting each participant to quietly reflect on their own dispositions. Then engage the whole group in a discussion about the impact that adults’ own experiences and strengths might have on their ability to foster these characteristics in young children.

CT Core Knowledge and Competencies:

I. Building Curriculum Developmentally Appropriate Learning Environment Interactions with Materials

II. Essential Dispositions Interactions and Experiences Uses a Diversity of Instructional Approaches Individual Ways of Knowing and Learning

Resources:

- Dispositions as Educational Goals by Lilian Katz
- Tools to Enhance Young Children’s Thinking by Angela Salmon