DARE evaluation: definitions for learning dispositions being researched

Aspect of DARE	Dispositions	Definition for practitioners	Definition for children	What it looks like	Related literature
DREAM	Creative Imagination (CI)	Production of purposive ideas which are original to the child/ children	Using your imagination to produce new ideas and solve problems	• Writing, drawing or talking about a new idea in connection with a goal • Solving a real-life problem in a novel way • Imagining something impossible in real-life, in relation to the process of solving a real-life problem	Greene, M. (1995) Releasing the Imagination Kaufman and Beghetto (2009) Beyond Big and Little: the four C model of creativity Pierucci et al. (2014) Fantasy orientation constructs…developmental benefits Robinson, K. (2001) Out of Our Minds: Learning to be creative Zittoun and Cerchia (2013) Imagination as expansion of experience
	Aspiration (ASP)	Identification of and ambition to achieve educational and occupational goals	Having hopes and dreams for your future	• Fantasy choices about future career paths • Tentative choices about future career paths • The transformation of fantasy choices into realistic choices • Identifying with a worker/learner • Developing habits of industry/learning • Expectation or desire to go on to further or higher education (college or university) • Expectation of apprenticeship or training in specific trade or industry	Wahl (2000) Factors affecting the occupational and educational aspirations of children and adolescents
ACHIEVE	Resilience (RES)	Inclined to take on learning challenges where the outcome is uncertain, to persist with learning despite	Being resilient in your learning: never give up	• Engaging and staying engaged with learning when it is challenging or unpredictable • Producing good outcomes in spite of serious threats (Masten 2001) • Behaviour at any point on a sliding scale from *surviving* to *coping* to *thriving* • Emotional resilience: overcoming negative feelings and carrying on	Gavriel, J. (2015) Tips on inductive learning and building resilience Masten, A.S. (2001) Ordinary magic: Resiliency processes in development

		challenge and to recover from setbacks and failures (Wells and Claxton 2002, 28 in Sterling 2017). Resilience may be social, emotional or academic.		• Social resilience: overcoming negative social circumstances with peers, community and/or at a socio-economic level • Academic resilience: overcoming academic challenges and remaining engaged in learning	Seale, J, Nind, M. and Simmons, B. (2013) Transforming positive risk-taking practices Sterling, S. (2017) Learning for resilience, or the resilient learner?

	Critical Thinking (CT)	Reasoned, purposive, reflective thinking used to make decisions, solve problems and master concepts (from Rudd)	Finding your own answers to challenging questions by researching, imagining and making careful judgements	• Reflective, analytical thinking
				• Taking an overview ('meta' knowing) of a concept or issue
				• Using *inquiry strategies* which could be applied more widely (Brown 1997)
				• *Inquiry strategies*:
				  • constructing and asking pertinent questions
				  • pursuing answers alone or with others
				  • researching and analysing information
				  • using criteria to confirm or dispute the appropriateness of an answer (changing our mind for a legitimate reason)
				  • self-correcting our existing understanding
				  • imagining possibilities
				  • judgement: reasoned acceptance or rejection of possibilities
				  • production or expression of a reasoned conclusion
				• Application of individual/combined skills (listed above)
				• Critical thinking as developed habit, applied automatically to an issue or situation
					Brown, A (1997) Transforming schools into communities of thinking and learning about serious matters
					Dewey, J. (1933) The process and product of reflective activity
					Kuhn, D. (1999) A developmental model of critical thinking
					Lipman, M. (1991) Thinking in Education
					Rudd, R. (2007) Defining Critical Thinking

REALISE	Motivation (M)	The energetic pursuit of learning goals (as opposed to	Always being ready to improve how you learn	• Enthusiastic engagement in learning activities • Positive attitude towards challenges in learning	Dweck, C. (2000) Self-theories Fan and Williams (2010) The effects of parental involvement on students'

		'performance goals' and 'looking smart'). The pursuit of learning goals involves self-regulation of behavioural, emotional, cognitive and environmental resources. Internal motivation (as opposed to external), where willingness and desire to engage in activity is because it is a means to an end (Pintrich and Schunk)	and having goals for your learning	- Believing that intelligence is changeable/abilities are malleable - Engaged discussion about learning - Engaged pursuit of imposed goals related to learning - Self-construction and pursuit of goals related to learning - Understanding of the personal importance of a goal - Intrinsic motivation (motivated by the desire to learn new skills, master new tasks, or understand new things) - Self-management of: behaviour, feelings, thoughts, focus, environment, in the service of achieving learning goals - Seeing failure as an opportunity to learn about learning * - Treating failure to meet goals as an opportunity to try a different way (learning is an endless journey)**	academic self-efficacy, engagement and intrinsic motivation Mellard et al. (2012) Dispositional factors affecting motivation…adult…programs Pintrich and Schunk (2002) Motivation in education Pintrich…other papers Roesser and Peck (2009) An education in awareness: self-motivation and self-regulated learning in contemplative perspective
	Achievement (ACH)	Fulfillment of learning goals and the reflection of this within academic study	Working hard to achieve your learning goals	- Cognitive: demonstrate developed thinking in any of the DARE areas - Social (relationships with peers, teachers, family) - Emotional (mastery of feelings or a shift towards a more positive approach to learning) - Academic (positive impact on regular school work)	
EXPRESS	Self-efficacy (call this self-confidence for children) (SE)	One's belief in one's ability to succeed in specific situations or accomplish a	Being confident that you can do something	- Confidence enables increased engagement in a task (e.g. speaking up in class, taking on a challenging question, working with others when this is usually difficult, sharing an idea, not asking the teacher) - Single demonstrations of confidence	Bandura, a. (1982) self-efficacy mechanism in human agency Bandura, A. (1997) Self-efficacy: the exercise of control

		task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges		• Habitual/consistent demonstration of confidence	Dweck (above)
	Positive Social Engagement (PSE)	Active participation in a community or society. Commitment to stay in a group and interact with other members (Zhang et al.)	Working with other people to help make things better	• Participatory activities in a social group • Participating in a range of social roles and relationships • Interaction with members of a group • Peer group engagement • Class or school engagement • Family engagement • Community engagement • Civic engagement (political activity, membership, volunteering etc.)	Biekart and Fowler (2012) A civic agency perspective on change Forestiere, C. (2015) Promoting civic agency through civic engagement activities Gerado and Pellegrino (2017) Youthscaping our classrooms: nurturing youth civic agency through youth centred pedagogies McCall, L. (Social capital, civic engagement and civic literacy: reviewing, refining and defining the concepts
VOICE	Directed self-expression (V)	Empowerment	Speaking up and being listened to	• Habitual self-expression (comfortable and normal to form and express a personal opinion or contribute to a collective opinion or idea) • Students in dialogue, discussion and consultation on issues that concern them, individually or collectively • Ability to make others take us seriously and respond to our ideas • Having active agency in our own learning experience, informing and shaping the course of our own learning • Willingness and capacity to influence decision making processes	Cook-Sather, A. (2014) The trajectory of student voice in educational research Fielding, M. (2001) Students as radical agents of change Fleming, D. (2015) Student voice: an emerging discourse in Irish education policy MacBeath et al. (2005) Pupil voice: purpose, power and the possibilities for democratic schooling

| | | | | • Willingness and capacity to take on consultative roles
• Willingness and capacity to act as critical participants
• Willingness and capacity to affect or even instigate change, in schools, centres or communities, individually or as part of a group/community
• Awareness of own rights and capacity for self-emancipation | McGregor, J. (2014) In progress internationally: student voice work in four countries

Rudduck, J. (2006) The past, the papers and the project

Rudduck and Fielding (2006) Student voice and the perils of popularity |