



as a set of attitudes, inclinations or tendencies that describe the likelihood that effective actions will be taken when faced with uncertain, complex, problematic or authentic situations (as opposed to learning contexts).

It is important to note that dispositions cannot develop without acquiring knowledge, ability and/or skills. In fact, literature shows that disposition is composed of knowledge, ability, skills, attitudes, and beliefs. For example, Perkins, Jay, and Tishman (1993) used the term “disposition” to mean “the trio of inclination, sensitivity, and ability” (p. 4). According to them, it is not enough if a person has the ability to perform a particular task or behave in a particular way, but she/he must have an inclination or a personal leaning towards the task or behaviour as well as the alertness to sense (that is, sensitivity towards) the situations when the requisite ability or skill is called for. This interplay between the triadic forces that make up disposition is shown in the following figure.

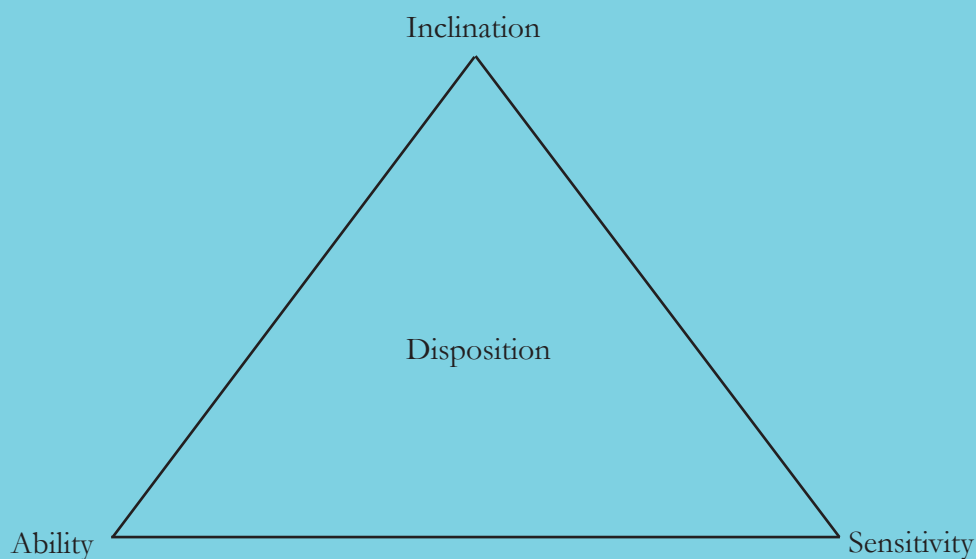


Figure 1. A triadic model of disposition (based on Perkins, Jay & Tishman, 1993)

It is, therefore, important to have a balanced focus on cognitive, affective and psychomotor domains at every level of education. In particular, inculcating appropriate dispositions in our students such as thinking dispositions, grit, inquisitiveness, and open-mindedness warrants a heavy focus due to the critical role of dispositions in habit forming and character building (Dewey, 1930). Dispositions tend to ensure that we do not just dream but also work assiduously to achieve our dreams; that we continue to apply the knowledge and skills we learnt in practice and that we persevere even when confronted with hurdles and failures. Hence, educators need to research and implement ways to hone learners’ sensitivities and develop their abilities and inclinations. After all, we need not just dreamers, visionnaires, planners, and theorists, but also need people who walk the talk; who persist in doing things habitually, willingly, and with zeal – that is, doers, practitioners, implementers, and change agents.

## References

- Costa, A. L. & Kallick, B. (2014). *Dispositions: Reframing Teaching and Learning*. Thousand Oaks, CA: Corwin.
- Dewey, J. (1930). *Human nature and conduct*. New York: The Modern Library.
- Perkins, D., Jay, E. & Tishman, S. (1993). Beyond abilities: A dispositional theory of thinking. *Merrill-Palmer Quarterly*, 39(1), 1-21.







