



ENHANCEMENT PROGRAM TEACHER NOMINATION FORM

Student's Name			
Current School			
Year Level		Date of Birth	
Your Name			TOID
Email			

Characteristic	Positive Behaviours	Negative Behaviours
Highly curious	<input type="checkbox"/> asks lots of questions <input type="checkbox"/> inquisitive <input type="checkbox"/> remembers details	<input type="checkbox"/> asks inappropriate questions <input type="checkbox"/> poor group participant <input type="checkbox"/> easily diverted from task
Abstract thinker	<input type="checkbox"/> makes generalisations <input type="checkbox"/> tests out ideas	<input type="checkbox"/> questions others <input type="checkbox"/> questions authority
Flexible thinker	<input type="checkbox"/> employs variety of strategies to work something out	<input type="checkbox"/> manipulates people and situations by using a variety of strategies
Clever use of humour	<input type="checkbox"/> enjoys 'adult' humour <input type="checkbox"/> gets teachers' jokes!	<input type="checkbox"/> uses humour at the expense of others
Superior vocabulary	<input type="checkbox"/> heightened involvement in discussions <input type="checkbox"/> enjoys adult-like discussions	<input type="checkbox"/> may be bossy or overbearing when working with others
Advanced reading	<input type="checkbox"/> reads widely <input type="checkbox"/> advanced vocabulary and comprehension <input type="checkbox"/> reads constantly	<input type="checkbox"/> neglects peer interaction and work - prefers to read
Retention of knowledge; fast learner	<input type="checkbox"/> moves beyond core content and skills quickly <input type="checkbox"/> detailed recall of facts	<input type="checkbox"/> rushes work, then disrupts others <input type="checkbox"/> monopolises class discussions
Long attention span	<input type="checkbox"/> concentrates and focuses on an area of interest for a long period of time	<input type="checkbox"/> easily distracted unless the task is an area of passion or interest

Independent	<input type="checkbox"/> self-directed <input type="checkbox"/> focused on task in research or study	<input type="checkbox"/> reduced involvement in discussion or group work <input type="checkbox"/> uncooperative in a group
High level of responsibility and commitment	<input type="checkbox"/> sets attainable goals <input type="checkbox"/> learns to accept own limitations <input type="checkbox"/> tolerant of peers in a group	<input type="checkbox"/> self-critical <input type="checkbox"/> perfectionist when completing tasks <input type="checkbox"/> sets unrealistic expectations for other group members
Strong feelings and opinions	<input type="checkbox"/> listens to others <input type="checkbox"/> shows concern and interest <input type="checkbox"/> considers others' points of view <input type="checkbox"/> aware of others' feelings	<input type="checkbox"/> speaks out and lacks tact <input type="checkbox"/> over-reacts to others' comments and reactions <input type="checkbox"/> confrontational
Strong sense of justice	<input type="checkbox"/> empathises with those less fortunate <input type="checkbox"/> wants to 'save the world' <input type="checkbox"/> stands up for other children whom they think have been poorly treated	<input type="checkbox"/> argues the rules in games eg handball <input type="checkbox"/> frustration when others don't play exactly by rules <input type="checkbox"/> asks older children or adults to solve issues seen as 'unfair'
Original and creative	<input type="checkbox"/> comes up with ideas 'out of the box' <input type="checkbox"/> sees problems as a whole <input type="checkbox"/> connects thoughts and feelings	<input type="checkbox"/> unaccepting of status quo <input type="checkbox"/> absent-minded or daydreamer <input type="checkbox"/> asks unrelated questions <input type="checkbox"/> disorganised
High energy level	<input type="checkbox"/> wide variety of interests <input type="checkbox"/> organises time well <input type="checkbox"/> high level of individualised learning	<input type="checkbox"/> often difficult to live with <input type="checkbox"/> may appear hyperactive <input type="checkbox"/> easily bored so seeks out new things to explore
Immersion learner	<input type="checkbox"/> wants to know everything about a topic <input type="checkbox"/> becomes an expert on a topic by reading widely or talking to people	<input type="checkbox"/> focuses on topics of interest to them, at the expense of classroom work <input type="checkbox"/> shows off knowledge to prove others wrong

Table adapted from Caroline Merrick, 2004

Further comments:

Return this form and direct all enquiries to
 Sam Haines, Director of Curriculum & Enhancement-
 enhancement@mgsc.vic.edu.au