



ENHANCEMENT PROGRAM TEACHER NOMINATION FORM

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

Please check any of the behaviours you have observed of the student applicant.

Characteristic		
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
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