



Primary School Teacher Nomination Form

Name of Student: Age:

Teacher: Date:

Primary School:

Please provide any On Demand and/or Fluency data you have on the applicant.

Type of Assessment & Date				
English				
Maths				
Numeracy Fluency				
Science				

Please highlight to show any behaviours you observe in the classroom or the playground.

Characteristic	Positive Behaviours	Negative Behaviours
Highly curious	<ul style="list-style-type: none"> asks lots of questions inquisitive remembers details 	<ul style="list-style-type: none"> asks inappropriate questions poor group participant easily diverted from task
Abstract thinker	<ul style="list-style-type: none"> makes generalisations tests out ideas 	<ul style="list-style-type: none"> questions others questions authority
Flexible thinker	<ul style="list-style-type: none"> employs a variety of strategies to work something out 	<ul style="list-style-type: none"> manipulates people and situations by using a variety of strategies
Clever use of humour	<ul style="list-style-type: none"> enjoys adult jokes understands teachers' jokes! 	<ul style="list-style-type: none"> uses humour at the expense of others
Superior vocabulary	<ul style="list-style-type: none"> heightened involvement in discussions enjoys adult-like discussions 	<ul style="list-style-type: none"> may be bossy or overbearing when working with others
Advanced reading	<ul style="list-style-type: none"> reads widely advanced vocabulary & comprehension 	<ul style="list-style-type: none"> reads constantly neglects peer interaction and work – prefers to read
Retention of knowledge; fast learner	<ul style="list-style-type: none"> moves quickly beyond core content and skills quickly detailed recall of facts 	<ul style="list-style-type: none"> rushes work, then disrupts others monopolises class discussions
Long attention span	<ul style="list-style-type: none"> concentrates and focuses on an area of interest for a long period of time 	<ul style="list-style-type: none"> easily distracted unless the task is an area of passion or interest
Independent	<ul style="list-style-type: none"> self-directed focused on task in research or study 	<ul style="list-style-type: none"> reduced involvement in discussion or group work uncooperative in a group
High level of responsibility and commitment	<ul style="list-style-type: none"> sets attainable goals learns to accept own limitations tolerant of peers in a group 	<ul style="list-style-type: none"> self-critical perfectionist when completing tasks sets unrealistic expectations for other group members

Please turn the page over....

Strong feelings and opinions	<ul style="list-style-type: none"> • listens to others • shows concern and interest • considers others' points of view • aware of others' feelings 	<ul style="list-style-type: none"> • speaks out and lacks tact • over-reacts to others' comments and reactions • confrontational
Strong sense of justice	<ul style="list-style-type: none"> • empathises with those less fortunate • wants to 'save the world' • stands up for other children thought to have been poorly treated 	<ul style="list-style-type: none"> • argues the rules in games eg downball • frustration when others don't play exactly by rules • asks older children or adults to solve issues seen as 'unfair'
Original and creative	<ul style="list-style-type: none"> • comes up with ideas 'out of the box' • sees problems as a whole • connects thoughts and feelings 	<ul style="list-style-type: none"> • unaccepting of status quo • absent-minded or day dreamer • asks unrelated questions • disorganised
High level of energy	<ul style="list-style-type: none"> • wide variety of interests • organises time well • high level of individualised learning 	<ul style="list-style-type: none"> • often difficult to live with • may appear hyperactive • easily bored so seeks out new things to explore
Immersion learner	<ul style="list-style-type: none"> • wants to know everything about a topic • Becomes an expert on a topic by reading widely or talking to people 	<ul style="list-style-type: none"> • focuses on topics of interest to them, at the expense of classroom work • shows off knowledge to prove others wrong

Caroline Merrick, 2004

Adapted from Gross, MacLeod, Drummond & Merrick (2001), Clark (1983) and Baska (1989).

Would this student be more suited to:

STEM

SEAL

Conclusions/Comments:

.....

.....

In the past Primary School Teacher nominations and information have been invaluable in helping us to choose the most appropriate pathways for your students. Please do not hesitate to phone 97952366 or email joseph.sabine.S@edumail.vic.gov.au should you have any questions regarding the STEM/SEAL program and selection procedures. We may be in contact to request further information about an applicant.

Please return this form as soon as possible to the STEM/SEAL Coordinator at Lyndale Secondary College.

You can return by mail to:

Director of STEM or SEAL
Lyndale Secondary College
PO Box 2684
DUNEARN VIC 3175

OR scan and email this completed form to joseph.sabine.s@edumail.vic.gov.au

Applications are due by the 26th June 2020 and the test date is 18th July 2020. Thank you for taking the time to fill in this nomination form.