

TEACHER NOMINATION FORM: **PRIMARY AND SECONDARY**

Student Name:

Age:

Teacher:

Date:

Use a highlighter to show each behaviour you observe in the classroom or playground.

| CHARACTERISTICS | POSITIVE BEHAVIOURS | NEGATIVE BEHAVIOURS |
|--|---|---|
| <i>Highly curious</i> | <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 |
| <i>Abstract thinker</i> | <ul style="list-style-type: none"> • Makes generalisations • Tests out ideas | <ul style="list-style-type: none"> • Questions others • Questions authority |
| <i>Flexible thinker</i> | <ul style="list-style-type: none"> • Employs variety of strategies to work something out | <ul style="list-style-type: none"> • Manipulates people and situations by using a variety of strategies |
| <i>Clever use of humour</i> | <ul style="list-style-type: none"> • Enjoys 'adult humour' • Gets teachers jokes! | <ul style="list-style-type: none"> • Uses humour at the expense of others |
| <i>Superior vocabulary</i> | <ul style="list-style-type: none"> • Heightened involvement in the discussions • Enjoys adult-like discussions | <ul style="list-style-type: none"> • May be bossy or overbearing when working with others |
| <i>Advanced reading</i> | <ul style="list-style-type: none"> • Reads widely • Advanced vocabulary • Advanced comprehension | <ul style="list-style-type: none"> • Reads constantly • Neglects peer interaction and work |
| <i>Retention of knowledge; fast learner</i> | <ul style="list-style-type: none"> • Moves beyond core content and skills quickly • Detailed recall of facts | <ul style="list-style-type: none"> • Rushes work, then disrupts others • Monopolises class discussions |
| <i>Long attention span</i> | <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 |
| <i>Independent</i> | <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 |
| <i>High level of responsibility and commitment</i> | <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 |

| | | |
|--|--|--|
| <i>Strong feelings and opinions</i> | <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 |
| <i>Strong sense of justice</i> | <ul style="list-style-type: none"> • Empathises with those less fortunate • Wants to 'save the world' • Stands up for other children whom they think have been treated poorly | <ul style="list-style-type: none"> • Argues the rules of the game, e.g. handball • Frustration when others don't play exactly by rules • Asks older children or adults to solve issues seen as "unfair" |
| <i>Original and creative</i> | <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 daydreamer • Asks unrelated questions • Disorganised |
| <i>Immersion learner</i> | <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 |

Adapted from Caroline Merrick (2004) Gross, MacLeod, Drummond & Merrick (2001), Clark (1983) and Baska (1989).

Scoring the Checklist

How many positive behaviours are being displayed?

How many negative behaviours are being displayed?

Have you highlighted behaviour in more than five different behaviour boxes? Y/N

Of which behaviours are you observing more? POSITIVE/ NEGATIVE

Conclusion
