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**CENTRE FOR HIGHER EDUCATION DEVELOPMENT (CHED)**

**STELLA CLARK TEACHERS’ AWARD – nomination template**

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| Nominator/s Name | Email | Mobile |
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|  |  |  |

* Teacher’s name and contact details

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| --- | --- | --- |
| Name | Email | Mobile or phone number |
|  |  |  |

* Name and address, and contact details of school

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| --- | --- | --- |
| Name of School | School address | School contact details (email and phone number) |
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* The name and contact details of at least one UCT student who has been taught (whilst at school) by the teacher being nominated

|  |  |  |
| --- | --- | --- |
| Name | Email | Mobile |
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* Detailed motivation providing reasons why in your opinion you believe that the teacher you are nominating has acted as a role model in encouraging students from educationally disadvantaged backgrounds to register at UCT. The motivation should also answer (as far as possible) the following questions:

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| --- | --- |
| Can you provide any information on your teacher's results, especially at grade 12 level? eg. pass rates or distinctions achieved by students |  |
| Can you think of any specific classroom teaching method/ form of testing that really helped you and others to understand and/or enjoy the subject? |  |
| Can you think of any specific efforts that your teacher made outside of school hours that helped you and your fellow students? |  |
| Can you provide any information about how long your teacher has been teaching his/her subject and at what levels? |  |
| Can you recall anything that your teacher said or did that motivated you to further your studies? |  |
| **Detailed motivation**:  In your own words (of no less than 500 words) please describe why you think the teacher being nominated is exceptional and worthy of nomination eg. how they have made a difference to you attending UCT or not, and the kind of role model the teacher is to you and others. Give detailed examples of where the teacher made a difference to how you succeeded at school and any life lessons gained in the process. |  |
| Other comments |  |