Data Collection Form

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| **Creative Learning Team no.** |  | **Date** |  |
| **Staff names** |
| *John Smith* |
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| Name |  | Post title |  |
| Department |  | Line manager |  |
| Level of lesson |  | Theory or practical? |  |
| English and/or maths? |  | Type of learner (SP, AEB, WBL, mixed?) |  |
| **Impact theme** | **Link to Quality Standards** |
| AfI\* 1 |  |  |
| AfI2 |  |  |
| Steal 1 |  |  |
| Steal 2 |  |  |

*\* AfI – Area for Improvement*

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| AfI2 |  |  |
| Steal 1 |  |  |
| Steal 2 |  |  |

## Cameos of good practice

|  |  |
| --- | --- |
| Impact theme |  |
| Source reference |  |
| Description of strategy and impact achieved |
|  |
| This strategy is ideal for overcoming issues with:  |
|  |

*Example*

|  |  |
| --- | --- |
| Impact theme | Concentration and engagement |
| Source reference | From CLT (x) LRF (y) |
| Description of strategy and impact achieved |
| In an ESOL lesson, the teacher made excellent use of curiosity. To make someone curious, we need to begin telling learners about something, then stop. In social media, this is referred to as ‘click bait’ – a statement that makes you ‘click’ to find out more. However, in far too many instances, these ‘clicks’ turn out to be unrewarding. For curiosity to work in an education setting, then, we need to ensure there is genuine value and interest in finding out more. The term used by Neurolinguistic Programmers is ‘nested loops’. We ‘open a loop’ by saying something that makes learners curious, but don’t close the loop until later in the lesson. This keeps learners engaged and wanting to know more. Try writing two or three ‘loop openers’ for the start of the lesson, then steadily work towards closing them by the end of the lesson. When the ESOL teacher said: ‘In a little while, I’m going to show you something amazing’, the whole group stared at her with wide eyes and smiles – they were curious, and so completely engaged. |
| This strategy is ideal for overcoming issues with:  |
| *These issue headings can be found in the organisation’s* RED LISD *or* [*here*](https://ccqi.org.uk/wiki/learning-issues)*.** Concentration and engagement
* Attendance
* Lesson openings
* Passivity
* Motivation
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