# Observation – template

Observations are an organised process for watching and recording events or behaviours that occur in a particular setting. Schools may use the following template to contextualise, adapt and draw from to meet the needs of each school to undertake an observation.

## Plan

**Evaluation question –** keep your question tight and link it to a curriculum implementation activity.

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**Focus –** identify the explicit focus for your inquiry and how it relates to the evaluation question.

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**Method –** identify how the observation data will be collected and by whom.

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| --- | --- |
| Criteria | Descriptor – this may be formulated on effective practices described in guiding documents, policies, procedures or research. |
| Criteria 1 |  |
| Criteria 2 |  |
| Criteria 3 |  |
| Criteria 4 |  |

## Record

Duplicate this recording template for each observer or observation point.

|  |  |
| --- | --- |
| Details | Context – recorded observation details could include lesson topic and location/setting. |
| Observation details |  |
| Stage/Faculty/Grade |  |
| KLA |  |
| Observer |  |
| Date/Time |  |

|  |  |  |
| --- | --- | --- |
| Criteria  (Descriptor) | Tally  (Frequency of criteria observed) | Additional information  (Note down any additional information that provides relevant contextual evidence for the observation process) |
| Criteria 1 |  |  |
| Criteria 2 |  |  |
| Criteria 3 |  |  |
| Criteria 4 |  |  |

## Collate

Use this template to aggregate information from all observations undertaken. Include the frequency count for all criteria and any common additional information obtained from all observers.

|  |  |  |
| --- | --- | --- |
| Criteria  (Descriptor) | Frequency  (Combined tally of criteria across observations) | Additional information  (Note down any additional information that provides relevant contextual evidence for the analysis process as seen in all observations) |
| Criteria 1 |  |  |
| Criteria 2 |  |  |
| Criteria 3 |  |  |
| Criteria 4 |  |  |

## Analyse

Record the main findings.

|  |  |
| --- | --- |
| Questions | Analysis summary |
| What are the key facts? |  |
| What are the key themes or patterns? (new or existing) |  |

## Next steps

Determine the next steps as a result of the key findings.

|  |  |
| --- | --- |
| Implications | Next steps |
| * Determine consistencies or inconsistencies * Strengths in current practice * Areas for improvement * Is more data required? * Recommendations for next steps for curriculum implementation (what information or key research may support this) |  |

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