



**Performance Indicators
(Pre-primary Institutions)**

DOMAIN ON LEARNING AND TEACHING

Second Edition

September 2001



Education Department



Social Welfare Department

Performance Indicators (Pre-primary Institutions)

Domain on Learning and Teaching

Second Edition

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Background

In its comprehensive review of the overall education system in Hong Kong in 1999, the Education Commission (EC) iterated the importance of early childhood education (ECE) as the foundation for life-long learning, and that the quality of ECE would have a far-reaching effect on the growth of the younger generation. To enhance the development of quality ECE, the EC recommended various measures to build up a quality culture. In July 2000, in line with the ECE aims, Education Department (ED) published the *Performance Indicators (for Kindergartens) First Edition (First Edition)* as reference for self-evaluation and external evaluation.

In keeping with the principle of promoting diversity, EC accentuates the maintenance of the present two systems in pre-primary education so as to fulfil the needs of the people they serve. EC also proposes that ED should collaborate with the Social Welfare Department (SWD) to investigate and coordinate the development of quality indicators.

Refinement of PIs (First Edition)

To enhance the comprehensiveness and practicability of PIs, ED started the refinement of the *First Edition* by phases, taking into account experience gained from pilot tests on the PIs, views collected from front-line ECE workers and current ECE developments. The first phase of improving the PIs in the Domain of Teaching and Learning is completed and a booklet named *Performance Indicators (Domain on Learning and Teaching) Revised Edition (Revised Edition)* is developed.

In April 2001, ED and SWD have collaboratively held a wide consultation programme, such as holding questionnaire surveys and seminars, to solicit views from stakeholders of the pre-primary institutions (including kindergartens and child-care centres) towards the *Revised Edition*. In the light of the views collected, the *Revised Edition* is further improved and refined as *Performance Indicators (Learning and Teaching) Second Edition (Second Edition)*.

Despite the differentiation in their focuses of services and characteristics, all pre-primary institutions are embedded with the same vision and responsibilities of caring and cultivating pre-primary children. Both systems are taking the *Guide to the Pre-primary Curriculum* as the blueprint to outlying their curriculum framework. Therefore, the *Second Edition* can serve all pre-primary institutions as reference to advance towards quality education.

Electronic versions of the PIs can be downloaded from:
<http://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/performance-indicators/kg/domains/index.html>

Key Features of *Performance Indicators* Domain on Learning and Teaching *Second Edition*

- Renaming the domain

ED has long endeavoured to promote a child-centred approach in ECE. Children’s natural instincts and innate character as well as their rights and choices should be duly respected. ECE workers should, with their professional attitude, knowledge and skills, provide a desirable environment which is conducive to the balanced development of children in various aspects. In this connection, the term Domain of Teaching and Learning is now renamed as Domain of Learning and Teaching.

- Restructuring the “What to look for” items

Overlapping and minor “What to look for” items in the *First Edition* are removed and related components are integrated. Hence, the *Second Edition* is more concise and precise.

- Stating two levels of evidence of performance

In line with the “What to look for” items, the *Second Edition* provides substantial and specific evidence of performance as reference to assessing the performance of the pre-primary institution.

- Elaboration of key principles and refinement of layout

In the *Second Edition*, an explicit account on the key principles of respective areas is given. The one for the Learning and Teaching Domain is on Page 5. The column “Evidence of performance” appears side by side with the “What to look for” column, and the “Source of information” and “References and websites” are listed on Page 47 and Page 48 respectively.

Way Forward

The ultimate goal of ED is to formulate a set of comprehensive, practicable, reliable and valid PIs as a reference for evaluating the quality performance of pre-primary institutions.

ED will collaborate with SWD to harmonize and develop the PIs for pre-primary institutions. We believe that continuous empirical application, consultation and research are the driving forces in improving and developing the PIs.

Enquiries, comments and suggestions on the Second Edition are welcome. They can be directed to the Kindergarten Inspection Section, Education Bureau:

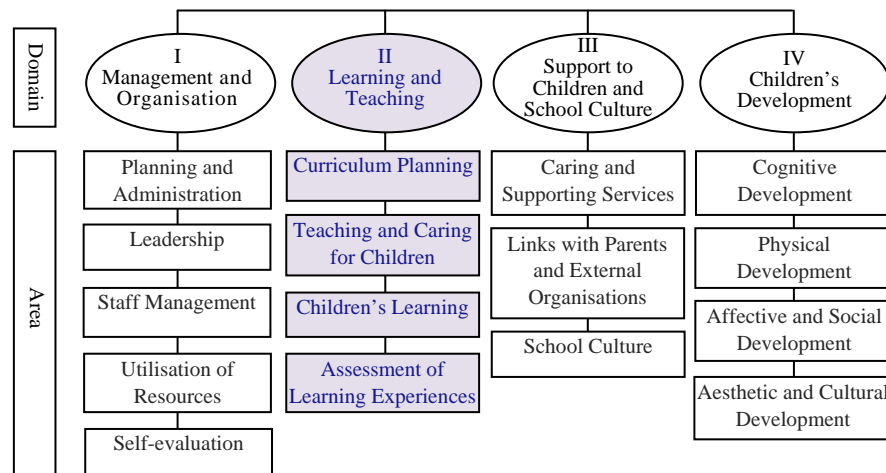
Address	:	Room 1216, 12/F Wu Chung House, 213 Queen’s Road East, Wanchai, Hong Kong
Telephone	:	(852)2892 5458
Fax	:	(852)3104 0865
E-mail	:	kginspection@edb.gov.hk

A Framework of Performance Indicators for Pre-primary institutions in Hong Kong

Areas of Institution Work to be Assessed

To enable a thorough assessment on the performance of a pre-primary institution, PIs are designed to cover the following areas of work under four major domains.

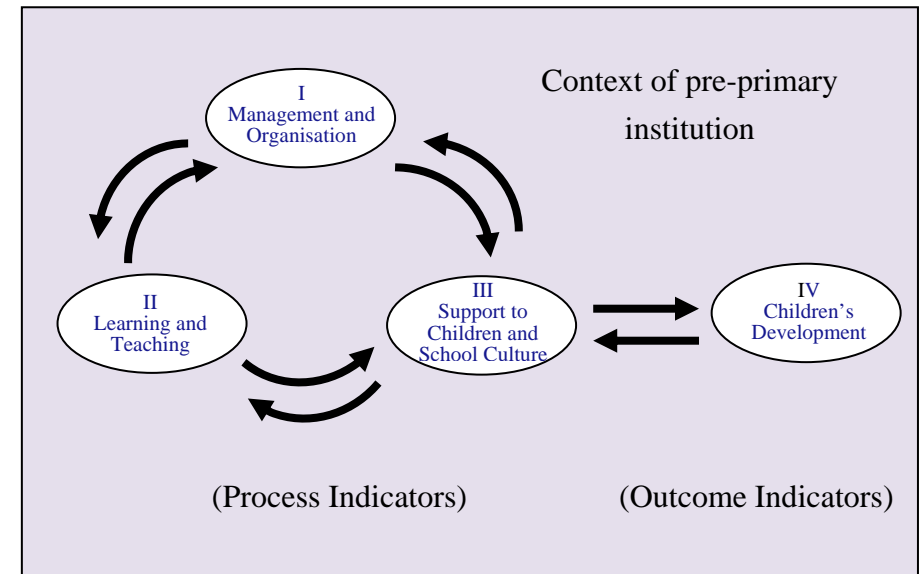
Diagram I



Inter-relationship of the Domains of PIs

The PIs in domains I to III are process indicators, reflecting the pre-primary institution's provision of desirable learning environment conducive to the development of quality education. Those in domain IV are the outcome indicators, covering the progress of children in different aspects, to reveal the effectiveness of the pre-primary institution. The four domains are equally important and of mutual influence to each other, and are closely related to the context of individual pre-primary institutions when assessing its performance.

Diagram II



Points to Note

Starting from the four domains in a macro point of view, the framework of PIs is categorized and proceeding orderly from “Area”, “PI”, “Aspect”, “What to look for” to “Evidence of performance”.

The following points should be observed when assessing the performance of the pre-primary institutions:

- Due emphasis should be placed on the inter-relationship among the PIs. No single PI should be used in isolation in judging the performance of the pre-primary institution. Neither should the statements in the columns of “Aspect” nor “What to look for” be taken as checklists, lest the overall performance of the pre-primary institution will be overlooked.
- PIs can be used to identify the pre-primary institution’s strengths and areas for improvement. Assessors can, in accordance with the practical needs of the pre-primary institution, designate specific “Domains”, “Areas” or “PIs” for collecting pieces of evidence to evaluate the pre-primary institution’s performance in these particular aspects.

Levels of Performance

In the course of pursuing quality ECE, PIs and their associated pieces of evidence for different levels of performance can be used as a tool to assess performance. They can also help reflecting the stage of development of individual pre-primary institutions. All pieces of evidence of performance are provided at four levels (excellent, good, acceptable and unsatisfactory):

- **“Excellent”** An exemplary level of performance which can be disseminated as good practices and regarded as a direction for the development of pre-primary institutions.
- **“Good”** A good level of performance with major strengths identified in various aspects, but there is still some room for development.
- **“Acceptable”** A generally satisfactory level of performance, but there is much room for improvement.
- **“Unsatisfactory”** A generally unacceptable level of performance which requires immediate action for improvement.

To avoid being repetitious and fragmentary, and to enhance its flexibility in application, only the pieces of evidence for levels of “excellent performance” and “acceptable performance” are provided in the *Second Edition*.

Domains of Learning and Teaching: Key Principles

Learning and Teaching are crucial education activities. The four areas under the Learning and Teaching Domain are **Curriculum Planning**, **Teaching and Caring for Children**, **Children's Learning** and **Assessment of Learning Experiences**. These areas have common goals, and are interconnected and interactive. They evolve and improve as they interact through the cyclical processes of planning, coordinating, implementation, monitoring and evaluation.

The key principles underpinning PIs in the Learning and Teaching Domain are:

In line with the aims of ECE in Hong Kong, child development and the context of the pre-primary institution, a child-centred **curriculum** is planned, through various play activities, to provide broad and balanced learning experiences for children. The curriculum is diversified, flexible and coherent across levels to foster life-wide learning.

Teaching, which is child-centred and clear in objectives, can construct knowledge, provoke thinking, develop learning abilities, and foster positive values and attitudes. **Caring for children** can facilitate learning through daily routines, develop their self-caring skills and foster good living habits.

Pre-primary institutions provide a pleasant, open and stimulating learning environment for **children**, and encourage proactiveness, sharing and collaborating, and exploratory thinking. Pre-primary institutions should enable children to become life-long learners who enjoy **learning**, are effective in communication, creative and have a sense of commitment.

Pre-primary institutions formulate clear policies on **assessment of learning experiences**, maintain openness and fairness in assessment systems, and employ reliable and effective methods and information to comprehensively assess and evaluate children's performance in various aspects, and use different kinds of feedback to enhance the effectiveness of learning and teaching.

Domain of Learning and Teaching: Profile of Performance Indicators

Area	Code No.	Performance Indicator	Aspect
Curriculum Planning	2.1	Curriculum organisation	<ul style="list-style-type: none"> • Aims and strategies • Comprehensiveness, balance and appropriateness
	2.2	Curriculum management	<ul style="list-style-type: none"> • Co-ordination and monitoring • Environment and facilities • Curriculum review
Teaching and Caring for Children	2.3	Strategies and skills	<ul style="list-style-type: none"> • Teaching programmes • Teaching methods • Communication skills and interaction • Learning atmosphere • Classroom management • Caring/Routine training
	2.4	Attitude and knowledge	<ul style="list-style-type: none"> • Professional attitude • Professional knowledge
Children's Learning	2.5	Performance and progress in the learning process	<ul style="list-style-type: none"> • Learning attitude • Mode of learning and its effectiveness
Assessment of Learning Experiences	2.6	Assessment policy and system	<ul style="list-style-type: none"> • Assessment policy and guidelines • Assessment system and methods
	2.7	Use of assessment information	<ul style="list-style-type: none"> • Children's development records • Children's development reports

Performance Indicator 2.1 Curriculum Organisation

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Aims and Strategies	<ul style="list-style-type: none"> How does the pre-primary institution formulate the aims of its curriculum? 	<ul style="list-style-type: none"> The pre-primary institution formulates its curriculum according to the aims of pre-primary education in Hong Kong and the pre-primary institution’s developmental needs. 	(Performance at a level between ‘Excellent’ and ‘Acceptable’)	<ul style="list-style-type: none"> The pre-primary institution curriculum aims align with the curriculum aims of the <i>Guide to the Pre-primary Curriculum</i>. 	(Performance at a level below ‘Acceptable’)
	<ul style="list-style-type: none"> How does the pre-primary institution formulate the strategies of its curriculum? 	<ul style="list-style-type: none"> Child-centred learning and teaching strategies are embedded in the pre-primary institution’s curriculum, which appropriately addresses children’s developmental characteristics and cater for their needs. The curriculum is well in line with children’s developmental characteristics at different ages. It provides a natural and pleasant environment, thus fostering a balanced and all-round development through various learning activities and life experiences. 		<ul style="list-style-type: none"> The learning and teaching strategies adopted help to implement the child-centred curriculum. 	

Performance Indicator 2.1 Curriculum Organisation (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Comprehensiveness, balance and appropriateness	<ul style="list-style-type: none"> Can the curriculum facilitate the balanced development of children in all aspects? 	<ul style="list-style-type: none"> The curriculum facilitates a comprehensive and balanced development of the physical, intellectual, linguistic, emotional, aesthetic and social aspects of children. It can provide children with diversified and enriched learning experiences. 		<ul style="list-style-type: none"> The curriculum is able to take into account children's development of the physical, intellectual, linguistic, emotional, aesthetic and social aspects. 	

Performance Indicator 2.1 Curriculum Organisation (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
<p>Comprehensiveness, balance and appropriateness (cont'd)</p>	<ul style="list-style-type: none"> Can the organisation and planning of the curriculum suit children's developmental needs, abilities, interests and experiences? 	<ul style="list-style-type: none"> Children's developmental needs, abilities, interests and experiences are appropriately catered for in organising and planning the curriculum. The pre-primary institution is able to adjust the curriculum in a flexible manner to cater for individual differences. Taking into account children's developmental needs, abilities, interests and experiences across levels, the pre-primary institution can alternately organise active and quiet, whole-class and group, balanced and diversified activities of the daily schedules. The pre-primary institution makes allowance for pre-primary educators to flexibly arrange the activity time. 		<ul style="list-style-type: none"> Children's developmental needs, abilities, interests and experiences are catered for in the planning and organization of the curriculum. The pre-primary institution can plan the activities of the daily schedules flexibly to suit children's development. 	

Performance Indicator 2.1 Curriculum Organisation (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
<p>Comprehensiveness, balance and appropriateness (cont'd)</p>	<ul style="list-style-type: none"> When designing learning activities, can the pre-primary institution adopt themes to integrate curriculum strands? 	<ul style="list-style-type: none"> The pre-primary institution is able to draw upon children's experiences and interests to design a variety of thematic activities, which are implemented according to clear objectives and plans. The activities provide opportunities for children to explore, acquire knowledge, develop skills and foster positive attitudes. The teaching programmes provide flexibility for children's free exploration, and for pre-primary educators' adjustment and refinement to accommodate children's immediate responses and interests. 		<ul style="list-style-type: none"> The pre-primary institution is able to design learning activities around themes to facilitate children's acquisition of knowledge and skills from different learning strands and development of positive attitudes. 	

Performance Indicator 2.2 Curriculum Management

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Coordination and monitoring	<ul style="list-style-type: none"> How does the pre-primary institution coordinate its curriculum? 	<ul style="list-style-type: none"> The pre-primary institution has a sound mechanism for curriculum coordination to ensure that learning activities are geared to children’s development and needs. The management and pre-primary educators all take part in planning the curriculum and conducting regular reviews on learning activities. Appropriate modifications and follow-ups on the curriculum are made to cater for children’s needs. Practical guidelines on programmes of learning activities are available for pre-primary educators’ reference. 		<ul style="list-style-type: none"> The pre-primary institution has a mechanism for curriculum coordination. Pre-primary educators have regular discussions on the organisation and effectiveness of the learning activities. 	

Performance Indicator 2.2 Curriculum Management (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Coordination and monitoring (cont'd)	<ul style="list-style-type: none"> How is the implementation of the curriculum monitored? 	<ul style="list-style-type: none"> A sound mechanism (e.g. scrutinising pre-lesson preparations, conducting lesson observations, inspecting pupil's work, etc.) is adopted to monitor the implementation of the curriculum. It can provide timely feedback to pre-primary educators and hence help to improve the quality of learning and teaching. 		<ul style="list-style-type: none"> A mechanism is adopted to monitor the implementation of the curriculum. 	

Performance Indicator 2.2 Curriculum Management (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Environment and facilities	<ul style="list-style-type: none"> How does the pre-primary institution make use of teaching resources to support the implementation of the curriculum? 	<ul style="list-style-type: none"> Adequate and appropriate teaching resources are available. A great variety of play facilities and materials are provided to suit children's abilities and interests, and to meet their developmental needs. The pre-primary institution actively brings in support from parents and the community. Such support immensely facilitates the implementation of the curriculum. 		<ul style="list-style-type: none"> The pre-primary institution provides sufficient play facilities and materials to suit children's abilities and to support the implementation of the curriculum. 	

Performance Indicator 2.2 Curriculum Management (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Environment and facilities (cont'd)	<ul style="list-style-type: none"> How does the pre-primary institution make use of teaching resources to facilitate children's learning? 	<ul style="list-style-type: none"> The pre-primary institution can take into account the demands of different topics, children's abilities, interests and needs in setting the learning environment. Teaching resources are categorized and kept systematically for pre-primary educators' easy access. Various types of play facilities are suitably placed to facilitate free-choice activities. The pre-primary institution is able to use various types of resources flexibly. The pre-primary institution has a good understanding of children's development and appropriate teaching resources are provided at opportune time to further children's learning. 		<ul style="list-style-type: none"> The pre-primary institution can take into account children's abilities, interests and needs in setting the learning environment. Teaching aids are employed to facilitate teaching. Various play facilities are provided to facilitate free-choice activities. 	

Performance Indicator 2.2 Curriculum Management (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Environment and facilities (cont'd)	<ul style="list-style-type: none"> How does the pre-primary institution provide / set a learning environment that is conducive to the development of children in various aspects? 	<ul style="list-style-type: none"> The play facilities and materials provided suit children's various developmental characteristics and needs. The pre-primary institution can organise activity corners with diversified contents to provide enriched learning experiences for children. The learning environment is thoughtfully arranged so that children can engage in various kinds of activities safely. Class routines and the use of activity areas are well defined to enable children to concentrate on their learning. The settings for learning are conducive to the development of children's self-caring skills and good living habits. 		<ul style="list-style-type: none"> In general, the play facilities and materials provided suit children's developmental characteristics. The pre-primary institution can set up various activity corners that provide learning experiences for children. The learning environment is arranged in such a way that children can engage in various kinds of activities safely. 	

Performance Indicator 2.2 Curriculum Management (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Curriculum review	<ul style="list-style-type: none"> Is there any mechanism to review the pre-primary institution's curriculum? How are the findings made use of? 	<ul style="list-style-type: none"> Mechanisms are adopted to review the pre-primary institution's curriculum. Concrete follow-ups are taken in the light of the findings of the reviews. The pre-primary institution encourages and accepts pre-primary educators' suggestions to improve the teaching programmes. Curriculum reviews are conducted regularly. Besides recording the review findings, improvements on the curriculum are made. The pre-primary institution can focus on child-centeredness and take into consideration the current curriculum trends and developments when reviewing the curriculum. 		<ul style="list-style-type: none"> Reviews on the pre-primary institution's curriculum are made and recorded for follow-ups. Pre-primary educators are encouraged to submit suggestions on the evaluation of the teaching programmes. 	

Performance Indicator 2.3 Strategies and Skills

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Teaching Programmes	<ul style="list-style-type: none"> How do pre-primary educators formulate teaching programmes and activities? 	<ul style="list-style-type: none"> The teaching programmes are well presented with clear teaching focuses. The methods adopted and activities listed are geared to the teaching objectives. The procedures to implement the teaching activities are clearly spelt out. Evaluation methods are included in the teaching programmes and activities. The teaching programmes suit children’s abilities and meet their needs. The teaching programmes are flexibly planned and adapted to cater for children’s differences in abilities and learning progress. The teaching programmes suit children’s developmental needs and characteristics. They can make good use of children’s critical learning periods and provide opportunities for better learning. 		<ul style="list-style-type: none"> There are teaching objectives and learning focuses in the teaching programmes and activities. Evaluation methods are included in the teaching programmes and activities. The teaching programmes suit children’s abilities and meet their needs. 	

Performance Indicator 2.3 Strategies and Skills (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Teaching Programmes (cont'd)	<ul style="list-style-type: none"> How do pre-primary educators plan the daily schedules? 	<ul style="list-style-type: none"> The daily schedules take into account the development of knowledge, skills and attitudes in different learning areas. Adequate time is allocated daily for children to have free-choice activities. Pre-primary educators have organised daily schedules with balanced learning experiences for children. Children are given adequate opportunities for acquiring effective learning experiences. Through routine training and diversified free-choice activities, children's self-caring skills, self-confidence and sense of security are enhanced. Opportunities are provided daily for children to experience individual learning, group learning and whole-class learning. 		<ul style="list-style-type: none"> The daily schedules take into account the development of knowledge, skills and attitudes in different learning areas. Time is allocated daily for children to have free-choice activities. 	

Performance Indicator 2.3 Strategies and Skills (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Teaching Programmes (cont'd)	<ul style="list-style-type: none"> How do pre-primary educators provide children with learning experiences? 	<ul style="list-style-type: none"> Pre-primary educators make use of diversified teaching materials and toys to create an inviting environment to arouse children's learning interest. Pre-primary educators design various learning activities to help children learn through play and free exploration. 		<ul style="list-style-type: none"> Pre-primary educators can set an environment and prepare teaching materials and aids to provide children with learning experiences. 	

Performance Indicator 2.3 Strategies and Skills (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Teaching methods	<ul style="list-style-type: none"> What teaching methods are adopted to facilitate children's learning? 	<ul style="list-style-type: none"> The child-centred teaching methods adopted are complementary to the characteristics and focuses of the teaching content. The teaching methods can effectively arouse children's interest, enhance their learning and achieve the learning objectives. Pre-primary educators can foster the creativity and aesthetics of children through observing, experiencing and imagining things around them. 		<ul style="list-style-type: none"> The teaching methods adopted are complementary to the characteristics and focuses of the teaching content and can arouse children's interest in learning. 	

Performance Indicator 2.3 Strategies and Skills (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Teaching methods (cont'd)	<ul style="list-style-type: none"> Can the teaching methods adopted address children's needs and varied abilities? 	<ul style="list-style-type: none"> During teaching, pre-primary educators are able to make timely refinement on the teaching methods whenever necessary. Adaptable and flexible teaching methods are adopted and refined to enable children to fully extend their potential. Pre-primary educators are able to address the needs and interests of children with different abilities. 		<ul style="list-style-type: none"> Based on their observation of children's response and learning outcomes, pre-primary educators are able to refine their teaching methods. 	
	<ul style="list-style-type: none"> How do pre-primary educators arouse children's motivation and foster their learning interest? 	<ul style="list-style-type: none"> The teaching methods used are in line with children's abilities and interests. They enable children to learn through life and sensory experiences. 		<ul style="list-style-type: none"> Pre-primary educators are able to motivate children to learn and foster their learning interest. 	

Performance Indicator 2.3 Strategies and Skills (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Teaching methods (cont'd)	<ul style="list-style-type: none"> How do pre-primary educators evaluate their teaching methods and refine them when necessary? 	<ul style="list-style-type: none"> By observing children’s responses and learning outcomes, pre-primary educators evaluate whether the teaching content and methods adopted suit children’s abilities and interests. Flexible adaptation is made accordingly. Through lesson observations and discussions with the management ❶ and colleagues, pre-primary educators accept evaluative comments on their teaching methods and make improvement accordingly. 		<ul style="list-style-type: none"> By observing children’s responses and learning outcomes, pre-primary educators adjust their teaching methods as appropriate. 	

❶ “Management” refers to the staff responsible for the management and organization of the institution. It includes the school principal and the teachers-in-charge of the kindergartens and, the child-care supervisors in child-care centres.

Performance Indicator 2.3 Strategies and Skills (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Communication skills and interaction	<ul style="list-style-type: none"> How do pre-primary educators use language to communicate with children? 	<ul style="list-style-type: none"> Pre-primary educators understand the feelings and thoughts of children. They communicate with children in a friendly and polite way. The clarity and fluency of their speech serve as role models for children. 		<ul style="list-style-type: none"> Pre-primary educators are able to understand the feelings and thoughts of children. They can use suitable language to communicate with children. 	
	<ul style="list-style-type: none"> Are pre-primary educators' explanations, instructions and demonstrations geared to children's needs? 	<ul style="list-style-type: none"> Pre-primary educators' explanations, instructions and demonstrations are clear, lively, systematic and appealing. Pre-primary educators are able to adjust their explanations, instructions and demonstrations according to children's abilities and needs. 		<ul style="list-style-type: none"> Pre-primary educators' explanations, instructions and demonstrations are clear, systematic and suit children's needs. 	

Performance Indicator 2.3 Strategies and Skills (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
<p>Communication skills and interaction (cont'd)</p>	<ul style="list-style-type: none"> How do pre-primary educators make use of their communication skills? 	<ul style="list-style-type: none"> Pre-primary educators always talk to children. They encourage children to share their experiences, ideas, feelings, etc., by posing open-ended questions to facilitate two-way communication and teacher-pupil interactions. Pre-primary educators can make good use of verbal and non-verbal communication skills. They encourage children to build up their communication skills by using positive language and maintaining an enthusiastic attitude. Pre-primary educators make use of various occasions and opportunities to encourage children to communicate with others. 		<ul style="list-style-type: none"> Pre-primary educators can use verbal and non-verbal communication skills to communicate with children and encourage them to communicate with others. 	

Performance Indicator 2.3 Strategies and Skills (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
<p>Communication skills and interaction (cont'd)</p>	<ul style="list-style-type: none"> How do pre-primary educators talk to individual children? 	<ul style="list-style-type: none"> Pre-primary educators maintain a close relationship with children. They understand children's abilities and needs and are concerned about each individual's learning and development. Pre-primary educators can always give encouragement, advice and positive reinforcement while talking to each individual child. Pre-primary educators establish a friendly relationship with children. They are willing to listen and give appropriate responses. They encourage children to share their life experiences. 		<ul style="list-style-type: none"> Pre-primary educators give encouragement and positive reinforcement while talking to each individual child and understand his/her needs. 	

Performance Indicator 2.3 Strategies and Skills (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Learning atmosphere	<ul style="list-style-type: none"> What is the learning atmosphere like? 	<ul style="list-style-type: none"> Children are active, attentive and they enjoy participating in various activities. The learning atmosphere is harmonious, relaxed and pleasurable. Children are given adequate time and space to participate in free-choice activities. They are able to take the initiative to design activities and develop their interests. Children can learn from, cooperate with and encourage each other through participation in activities. Children have adequate opportunities to express their inner feelings properly and in their own ways. During the course of experience sharing, children are able to listen patiently and respond properly. 		<ul style="list-style-type: none"> Under pre-primary educators' instructions, children participate in activities. They enjoy participating in activities and the learning atmosphere is pleasurable. As arranged by pre-primary educators, children have the opportunities to share their experiences, ideas and feelings. 	

Performance Indicator 2.3 Strategies and Skills (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Classroom management	<ul style="list-style-type: none"> How do pre-primary educators make use of lesson time? 	<ul style="list-style-type: none"> Pre-primary educators make the best use of the teaching time to achieve the teaching objectives. The activities are flexibly arranged. Appropriate adaptation of the teaching content, pace of delivery and arrangement is made in accordance with children's responses. 		<ul style="list-style-type: none"> Pre-primary educators make the best use of the teaching time to achieve the teaching objectives. 	
	<ul style="list-style-type: none"> How do pre-primary educators maintain routines and order in the classrooms and activity areas? 	<ul style="list-style-type: none"> Pre-primary educators lead children to understand the importance of obeying rules and set up specific class routines with them. Clear rule signs are put up for children to follow on their initiative. Pre-primary educators pay close attention to children's behaviour. They are able to praise good behaviour and provide timely guidance to misbehaving children. 		<ul style="list-style-type: none"> Pre-primary educators set up daily routines and rules of behaving in activity areas for children to follow. 	

Performance Indicator 2.3 Strategies and Skills (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Classroom management (cont'd)	<ul style="list-style-type: none"> How do pre-primary educators deal with children's behavioural problems? 	<ul style="list-style-type: none"> Pre-primary educators are fair in handling cases of misbehaviour. They serve as models of good behaviour. Pre-primary educators can take appropriate and timely action to prevent possible cases of misbehaviour. Pre-primary educators can decide whether to inform the management, parents, or to seek professional advice regarding children's misbehaviour on a case-by-case basis. 		<ul style="list-style-type: none"> Pre-primary educators are fair in handling cases of misbehaviour. They serve as models of good behaviour. Pre-primary educators can decide whether to inform the management or parents regarding children's misbehaviour on a case-by-case basis. 	

Performance Indicator 2.3 Strategies and Skills (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Caring/ Routine training	<ul style="list-style-type: none"> • Are pre-primary educators aware of children's health conditions and able to take care of them? 	<ul style="list-style-type: none"> • Pre-primary educators are well aware of children's health conditions and systematic records are taken accordingly. • Pre-primary educators are observant and show alertness to possible crises. Parents are informed of anything unusual about their children in the first instance and appropriate follow-up action is also taken. • With guidelines of the pre-primary institution as reference, pre-primary educators take good care of the children and ensure that all activities are conducted safely. • Pre-primary educators cultivate good eating habits and table manners among the children. They also provide adequate time for snacks and lunch. • Pre-primary educators pay attention to the specific diet requirements of each individual child, and make corresponding arrangements. • Pre-primary educators make proper arrangements for afternoon nap and daily schedules for children in full-day classes. 		<ul style="list-style-type: none"> • Pre-primary educators are aware of children's health condition and their developmental needs. • Pre-primary educators are observant and show alertness to possible crises. Parents are informed of anything unusual about their children in the first instance and appropriate follow-up action is also taken. • With guidelines of the pre-primary institution as reference, pre-primary educators take good care of the children and ensure that all activities are conducted safely. • Pre-primary educators can cultivate good eating habits among the children. • Pre-primary educators make proper arrangements for afternoon nap and daily schedules for children in full-day classes. 	

Performance Indicator 2.3 Strategies and Skills (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Caring/Routine training (cont'd)	<ul style="list-style-type: none"> How do pre-primary educators cater for individual differences of children in their learning? 	<ul style="list-style-type: none"> Pre-primary educators always pay attention to the responses and performance of each individual child. They design activities that cater for individual differences to be carried out independently or in groups, so as to extend children's potential in a challenging environment, yet without creating undue pressure or instilling a sense of frustration in them. Pre-primary educators give children sufficient time to solve problems on their own, and then intervene at a suitable time to provide appropriate encouragement and guidance. Pre-primary educators have reasonable expectations on children's performance in accordance with their individual capabilities. 		<ul style="list-style-type: none"> Pre-primary educators give appropriate guidance to each individual child according to his/her performance so as to help them complete the learning activities. Pre-primary educators give children sufficient time to solve problems on their own, and then intervene at a suitable time to provide appropriate encouragement and guidance. 	

Performance Indicator 2.3 Strategies and Skills (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Caring/ Routine training (cont'd)	<ul style="list-style-type: none"> How do pre-primary educators cultivate in children good living habits and attitudes as well as the spirit of cooperation and compliance with rules through routine activities? 	<ul style="list-style-type: none"> In line with the safety guidelines and measures adopted by the pre-primary institution, pre-primary educators can determine what children should learn concerning health and safety. Pre-primary educators always remind children to pay attention to health and safety issues so as to cultivate their good living habits. Pre-primary educators can, whenever appropriate, guide children to learn self-caring skills, observe safety rules and thus help them develop good living habits. Taking into consideration children's abilities, pre-primary educators can help children recognise the importance of cooperation, compliance with rules and develop good living habits. Pre-primary educators often communicate with parents to understand children's home life. Pre-primary educators enthusiastically promote home-school cooperation so as to foster the development of good living habits in children. Pre-primary educators are good models for children. 		<ul style="list-style-type: none"> Pre-primary educators provide opportunities for children to learn the knowledge of health and safety as stipulated in the safety guidelines and measures adopted by the pre-primary institution. Pre-primary educators cultivate self-caring skills and the habit of being tidy in children. Pre-primary educators cultivate in children the spirit of self-discipline, cooperation and compliance with rules. 	

Performance Indicator 2.4 Attitude and Knowledge

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Professional attitude	<ul style="list-style-type: none"> What is pre-primary educators' attitude towards teaching? 	<ul style="list-style-type: none"> Pre-primary educators show positive and serious attitude towards teaching. Embedded with education vision, they are able to make reflection and self-evaluation. They value professional development and are keen to strive for improvement and have a strong sense of responsibility. Pre-primary educators are approachable, friendly, patient and caring. They are sympathetic to children when they encounter difficulties. Good relationship is maintained. Pre-primary educators are attentive to children's feelings and needs. Pre-primary educators are competent in using body language (e.g. eye contact, smiles and facial expressions, etc.) to encourage and praise children and thus, help building up their self-confidence. 		<ul style="list-style-type: none"> Pre-primary educators show a positive attitude towards teaching. They are responsible. Pre-primary educators are approachable, friendly, patient and caring. 	

Performance Indicator 2.4 Attitude and Knowledge (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Professional attitude (cont'd)	<ul style="list-style-type: none"> What is pre-primary educators' attitude towards parents? 	<ul style="list-style-type: none"> Pre-primary educators are approachable and friendly to parents. They consider parents as their partners and maintain close contacts with them in order to help children learn and evaluate their progress. 		<ul style="list-style-type: none"> Pre-primary educators are willing to respond to parents' enquires and communicate with them. 	
	<ul style="list-style-type: none"> How do pre-primary educators handle different views among children? 	<ul style="list-style-type: none"> Pre-primary educators are fair. They encourage children to inquire and listen to children patiently. They respect children's different viewpoints and value their feelings. Pre-primary educators respect and accept the views of children and make appropriate adjustment in their teaching. 		<ul style="list-style-type: none"> Pre-primary educators listen to children patiently. Pre-primary educators respect children. They are able to listen to children's ideas and give appropriate response. 	

Performance Indicator 2.4 Attitude and Knowledge (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Professional knowledge	<ul style="list-style-type: none"> To what extent can pre-primary educators master the principles and trend of pre-primary education? Can they apply the teaching strategies of teaching pre-primary children? 	<ul style="list-style-type: none"> Pre-primary educators possess sound knowledge of the principles of pre-primary education and theories of child development. They can apply them flexibly in class teaching. Pre-primary educators have a thorough understanding of the trends of pre-primary education and a good mastery of professional knowledge and skills. This teaching is beneficial to children. Pre-primary educators always reflect on their performance to raise professionalism. 		<ul style="list-style-type: none"> Pre-primary educators can apply the theories of child development when planning and organising learning activities. Pre-primary educators can master the basic knowledge and skills in designing learning activities that align with the pre-primary curriculum. 	

Performance Indicator 2.5 Performance and Progress in the Learning Process

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Learning attitude	<ul style="list-style-type: none"> • Are children interested in learning? How do they respond to teaching? 	<ul style="list-style-type: none"> • Children enjoy going to school/child-care centre and find learning pleasurable. • Children have the motivation to learn. They are enthusiastic, inquisitive and active in exploring, learning, as well as initiating and leading the activities. • Children are attentive in learning and eager to participate in activities. They are active in enquiring, expressing views and answering pre-primary educators’ questions. They enjoy expressing ideas and sharing experience with others. • Children actively participate in various learning activities. 		<ul style="list-style-type: none"> • Children enjoy going to school/child-care centre and find learning pleasurable. • Children show interest in learning. They raise and answer questions and are willing to participate in various activities under pre-primary educators’ guidance. • Children listen to pre-primary educators and participate in activities as arranged by pre-primary educators. 	

Performance Indicator 2.5 Performance and Progress in the Learning Process (cont’d)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Learning attitude (cont’d)	<ul style="list-style-type: none"> How do children share and cooperate with others when participating in learning activities? 	<ul style="list-style-type: none"> Children are conscientious and take the initiative in exchanging ideas and sharing experiences with their peers. Children play and learn pleasurablely with their peers. 		<ul style="list-style-type: none"> Children are able to exchange ideas and share experiences under pre-primary educators’ guidance. Children are able to accept others and willing to play with their peers. 	
	<ul style="list-style-type: none"> Do children have confidence in their learning? 	<ul style="list-style-type: none"> Children are eager to speak up and talk with others. They have confidence in expressing their views. Children show independence and self-caring skills in their daily life. Children are receptive to their performance. When faced with learning difficulties, they strive hard to overcome them with persistence. 		<ul style="list-style-type: none"> Children are willing to answer pre-primary educators’ questions. Under pre-primary educators’ guidance, they participate in activities and interact with their peers. 	

Performance Indicator 2.5 Performance and Progress in the Learning Process (cont’d)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Mode of learning and its effectiveness	<ul style="list-style-type: none"> How do children make use of different modes of learning to facilitate their learning? Are they effective? 	<ul style="list-style-type: none"> Children are able to make use of various modes of learning to learn. Children take the initiative in applying appropriate modes of learning and using different resources to learn. Children can make good use of different interest corners to learn, explore and create. Their work is creative. 		<ul style="list-style-type: none"> Children are able to follow pre-primary educators’ instructions to carry out activities. Children make use of different modes of learning and resources to learn and complete activities. 	

Performance Indicator 2.5 Performance and Progress in the Learning Process (cont’d)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
<p>Mode of learning and its effectiveness (cont’d)</p>	<ul style="list-style-type: none"> • How do children develop their skills through participating in various play and activities? 	<ul style="list-style-type: none"> • Children achieve a balanced development of their skills through active participation and full engagement in various play and activities. • Children are attentive and their abilities of observation, analysis, reasoning, judgement and problem solving are developed through various play and activities. • Through participation in group play, children experience the fun in group life, learn through interaction, and develop various skills as well as team spirit and sportsmanship. • During activities, children show appreciation for others and strive to improve themselves through interaction. • During activities, children show good living habits and self-caring skills. 		<ul style="list-style-type: none"> • Children are able to develop their skills through participating in play and activities under pre-primary educators’ supervision. • Children show appreciation for others during interactive activities. • Through participation in group play, children experience the fun in group life. 	

Performance Indicator 2.6 Assessment Policy and System

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Assessment policy and guidelines	<ul style="list-style-type: none"> How does the pre-primary institution formulate its policy of assessment of learning experiences to support children’s all-round development? 	<ul style="list-style-type: none"> The pre-primary institution formulates its policy of assessment of learning experiences by making reference to the <i>Guide to the Pre-primary Curriculum</i> and related references on child development. The assessment objectives meet children’s overall physical and psychological development. The assessment policy takes account of children’s individual differences in development. The assessment criteria make comparisons between the past and the latest performance of each child. Comparison among children is not made. 		<ul style="list-style-type: none"> The pre-primary institution formulates its policy of assessment of learning experiences by making reference to child development. The assessment objectives meet children’s overall physical and psychological development. No dictation, test or examination is arranged to assess children’s abilities. 	

Performance Indicator 2.6 Assessment Policy and System (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
<p>Assessment policy and guidelines (cont'd)</p>	<ul style="list-style-type: none"> Does the pre-primary institution elaborate its assessment policy? Are guidelines provided? 	<ul style="list-style-type: none"> The assessment policy is elaborately defined with clear and specific guidelines provided. Parents accept the assessment policy and guidelines. They are willing to cooperate with the pre-primary institution. Pre-primary educators are familiar with the objectives and criteria of the assessment policy, as well as the contents of related guidelines. 		<ul style="list-style-type: none"> The assessment policy is defined with the inclusion of assessment objectives, criteria and guidelines. 	

Performance Indicator 2.6 Assessment Policy and System (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
<p>Assessment policy and guidelines (cont'd)</p>	<ul style="list-style-type: none"> How does the pre-primary institution review its assessment policy and system? 	<ul style="list-style-type: none"> Both formative and summative reviews on the assessment policy and system are conducted. The management and educators of the pre-primary institution can suitably adjust and refine the assessment policy and system in the light of lesson evaluations, pre-primary educators and parents' opinions, and children's responses in activities. 		<ul style="list-style-type: none"> The pre-primary institution conducts summative reviews on its assessment policy and system at regular intervals. 	

Performance Indicator 2.6 Assessment Policy and System (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Assessment system and methods	<ul style="list-style-type: none"> How are children’s learning experiences assessed? 	<ul style="list-style-type: none"> The pre-primary institution adopts suitable formative and summative assessments in assessing children’s learning experiences. Pre-primary educators collect and analyse data from different sources (e.g. on-going observation reports and records of children’s daily performance, information provided by parents and children’s work, etc.) to gain an understanding of children’s learning profiles. The assessment methods and formats are appropriate. The assessments provide a good coverage of children’s performance in skills, attitude and knowledge. 		<ul style="list-style-type: none"> Observation reports and records are used to assess the various aspects of children’s development. Children’s performance in skills, attitude and knowledge are covered in the assessments. 	

Performance Indicator 2.6 Assessment Policy and System (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Assessment system and methods (cont'd)	<ul style="list-style-type: none"> Do pre-primary educators give appropriate feedback to children in the assessment process? 	<ul style="list-style-type: none"> Pre-primary educators give timely, appropriate and adequate feedback to children. Through assessing children's learning experiences, pre-primary educators understand the various aspects of children's development and hence, provide suitable guidance and praise. 		<ul style="list-style-type: none"> Pre-primary educators give appropriate feedback to children. 	

Performance Indicator 2.7 Use of Assessment Information

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Children’s development records	<ul style="list-style-type: none"> How does the pre-primary institution maintain the development records of each child? 	<ul style="list-style-type: none"> Children’s development records are maintained systematically. Learning portfolios are developed to keep the development records and reports (e.g. observation reports on learning progress in activities, children’s exercises and work, etc.) of each child. When children are promoted to the next level, their learning portfolios are passed to the new class teacher/child-care worker. Children’s learning portfolios are kept till they leave for primary education. 		<ul style="list-style-type: none"> Development records of each individual child are kept. When children are promoted to the next level, the development records are passed to their new class teacher/child-care worker. 	

Performance Indicator 2.7 Use of Assessment Information (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Children's development records (cont'd)	<ul style="list-style-type: none"> How are parents informed of their children's progress? 	<ul style="list-style-type: none"> Parents are informed at timely intervals of their children's progress in various aspects through various means (e.g. parents' meetings, children's development reports, interviews, class observations and assessment of children's work, etc.) Timely liaisons with parents are made on cases that require follow-up action. 		<ul style="list-style-type: none"> Parents are regularly informed of their children's progress. 	

Performance Indicator 2.7 Use of Assessment Information (cont'd)

Aspect	What to look for	Evidence of Performance			
		Excellent	Good	Acceptable	Unsatisfactory
Children's development records (cont'd)	<ul style="list-style-type: none"> How are the assessment results used for understanding children's all-round development? 	<ul style="list-style-type: none"> Based on the information and records of assessment, the management discusses with pre-primary educators at regular intervals to understand children's development in all aspects. The pre-primary institution informs parents of the assessment results in a positive, clear and systematic manner, so that parents can have a better understanding of their children's progress and increase their knowledge of child development. Based on the children's development records, pre-primary educators and parents are able to identify and help children extend their potential. When children with special education needs are identified, the pre-primary institution is able to seek appropriate assistance and service as early as possible. 		<ul style="list-style-type: none"> The pre-primary institution informs parents of the assessment results in a positive, clear and systematic way, so that parents can have an idea of their children's development. 	

Source of Information

In conducting self-evaluation and external evaluation, the use of multi-source information enables valid and reliable judgement to be made:

- ◆ Observations : Observations of the environment of the pre-primary institution, its facilities and learning activities inside and outside classroom.
- ◆ Discussions and interviews : Discussions and interviews with parents, managers, school principal/ centre supervisor, pre-primary educators and other staff of the pre-primary institution.
- ◆ Questionnaire surveys : Questionnaires to parents, pre-primary educators and non-teaching staff.
- ◆ Scrutiny of children's work : Spectra of children's work in the pre-primary institution.
- ◆ Scrutiny of Documents : Documents concerning the policies and procedures –
 - e.g., policies and procedure manual, development plans, teachers' handbook, children's handbook, annual plans, staff development plans, guidelines on curriculum and teaching, guidelines on safety precaution, organization chart and duty lists, etc.

Records –

 - e.g., minutes of staff meetings, finance and resources management records, staff personal profiles, staff development records, records on children's activities, children's development records and portfolios, etc.

Documents concerning teaching and evaluation –

 - e.g., teaching programmes, daily schedules, learning activity schedules, records on observation of children's learning, children's development reports, etc.

Review Reports –

 - e.g., annual reports, reports on curriculum reviews, review reports on learning activities, staff development reports, etc.

Books

Hong Kong Curriculum Development Institute (1996). *Guide to the Pre-primary Curriculum*. Education Department, Hong Kong.

OMEP-Hong Kong (1999). *The Criteria for High Quality Programmes of Early Childhood Education and Care in Hong Kong*. Hong Kong.

Bredenkamp, S. & Copple, C. (1997). *Developmentally Appropriate Practice in Early Childhood Programs*. Washington, DC: National Association for the Education of Young Children.

Websites

Performance Indicators (for Pre-primary institution) (First Edition)

Basic Education (CDI, Education Department)

Profile of Pre-primary institution (2000-2001)

What are the characteristics of high quality?

Social Welfare Department Family and Child welfare Services

http://www.swd.gov.hk/en/index/site_pubsvc/page_family/