

School No.: 555436

Quality Review Report (Translated Version)

Sun Island Kindergarten (Metro Harbour Branch)

**Kindergarten Area on G/F, Metro Harbour Plaza,
Tai Kok Tsui, Kowloon (KIL 11127)**

6, 7 & 9 November 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 6, 7 & 9 November 2023

School met the standards of Quality Review

School did not meet the standards of Quality Review

School Performance

1. Promoting Continuous Development of School

- 1.1 The school keeps contact with the affiliated schools of the organisation. Through joint-school teacher training, the school promotes the professional exchange of teachers and enhances the quality of teaching. The cross-school curriculum committee offers timely encouragement and guidance to teachers through meetings and lesson observations while assisting them in grasping the trends of the curriculum development, thus further strengthening the professional competence of the teaching team. The leadership team closely liaises with the school to understand the school's operation and development, and makes suggestions on administrative, curriculum work, etc. The management is familiar with the culture of the organisation and the characteristics of the curriculum, and effectively steers and monitors the implementation of various tasks. Moreover, the management adjusts the arrangements of job duties flexibly in view of the personnel changes and provides opportunities for teachers to communicate and cooperate with one another, cultivating their sense of belonging to the school. Members of the team support and motivate each other with one mind, striving to promote the continuous development of the school.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. It adopts the whole-school approach to conduct SSE and evaluate the work effectiveness in an objective manner. The school has followed up on the recommendations of the previous Quality Review to stipulate explicit and concrete task objectives for major concerns as well as deploying relevant implementation strategies from multiple perspectives in accordance with the needs of stakeholders. Last school year, the school regarded facilitating children's gross motor development and emotional health as its major concerns and implemented the work in terms of teacher training, curriculum planning and home-school collaboration, etc. The school also brought in external resources actively to increase teaching materials. These two plans have been carried out smoothly, which are beneficial for children's healthy physical and

psychological development. In this school year, the school takes into account the needs of non-Chinese speaking (NCS) children to devise the major task. Thus it incorporates the rationale of inclusion into the curriculum properly and adds elements of play and exploration into the interest corners, creating a harmonious and diverse school culture.

- 1.3 The school caters for learner diversity. There are well-defined mechanism and guidelines to help teachers identify and refer children with special needs so that they can receive the required services at an opportune time. Besides, the school puts emphasis on cultivating children's positive thinking. Teachers keep on observing children's emotions and performance while designing parent-child games and emotion diaries to encourage parents to pay attention to children's emotional development. For taking care of NCS children, teachers adjust the learning content and teaching materials based on children's abilities. Individual support is rendered as well. These enhance children's interest and effectiveness in learning Chinese in an effective way. The school also organises an array of parent-child activities which promote an inclusive culture and parent education for deepening the connection among culturally diverse families of the school, thereby assisting NCS children and their parents in integrating into local life the soonest.

2. Learning and Teaching

- 2.1 With reference to the curriculum guide and teaching resources of the organisation, the school selects real-life themes to plan its curriculum by adopting an integrated approach, with the curriculum content covering all learning areas. In recent years, the school has strived to keep pace with the development of kindergarten education and the learning interest of children to make the learning content more fun and coherent. Additionally, the school, depending on its context, has added learning elements that facilitate children to know about different cultures. The school provides diversified activities to enrich children's life experiences. For instance, it organises outdoor experiential activities and community facility visits, together with a variety of traditional festival celebrations as well as Chinese culture and art exhibitions which help children understand folk customs and appreciate the conventional wisdom, cultivating their sense of belonging to the country. The daily schedule of the school is appropriate and balanced as it comprises music, physical, art and free choice activities, fostering the all-round development of children.

- 2.2 The school has a sound curriculum management mechanism in place. Through observing lessons, attending meetings, scrutinising teaching plans and so forth, the management monitors the implementation of curriculum. Besides, it communicates closely with teachers to give timely feedback to them. Teachers reflect on their teaching and review the activity arrangement and teaching strategies in consideration of children's performance together at the end of each theme. Teachers also raise suggestions for improvement to boost the effectiveness of learning and teaching.
- 2.3 The school adopts the formative and summative approach to assess child learning experiences. It creates learning portfolios for children to include information such as children's grasping of the learning themes, observation records of child learning progress carried out by teachers and children's works, showing their growth in a systematic manner. In this school year, the school sets more explicit assessment items according to the development objectives of each grade level, which helps teachers summarise children's development at different stages. Moreover, teachers make use of parents' records of child living habits and children's simple self-evaluation to gain insight into children's progress from multiple perspectives. At the end of a school term, teachers report children's learning and development to parents, providing follow-up recommendations as needed.
- 2.4 The school attaches importance to children's emotional health. It designs relevant picture book activities and games to facilitate children to learn about different emotions and ways to cope with negative ones. Children are guided to use words or drawings to keep a record of the moments in their lives so as to share their own feelings. Teachers set up an emotion corner in every classroom and put emotions flash cards, puppets and sensory bottles in tents to create a tranquil and cosy space for children so that they may choose a suitable way to alleviate emotions based on their needs. Children enjoy the solitude time in the emotion corners or express their feelings at that time to teachers by using flash cards. When children encounter difficulties or have divided views with peers, they can articulate the cause of their negative emotions and also share their views and feelings with teachers and peers through appropriate expressions and behaviour. Children duly address the problems under teachers' guidance afterwards. The related major concern has achieved the expected results.
- 2.5 The school pays attention to the gross motor development of children after the epidemic. In the last school year, the school introduced a self-directed play session during physical activities for children to unleash their creativity and participate

enthusiastically. In tandem, the school organised parent-child sports days and sports month so as to join hands with parents to support children for developing a habit of doing regular exercise. There are sufficient opportunities for children to stretch their limbs and strengthen their physique during the physical activities. Apart from arranging suitable activities to increase the amount of exercise for children, teachers also encourage them to choose their favourite physical materials freely to create games. Children use several materials to design circuit games. They cross over a track full of obstacles or walk on stilts to compete with peers, demonstrating good body coordination. In the course of the activities, teachers observe children's performance attentively and give timely guidance to help children master the basic movement and develop coordination ability.

2.6 Teachers add real objects and teaching aids to the exploratory corners based on the thematic learning content for children to have sensory exploration. For example, by enabling children to observe and play with beans in various shapes and sizes, compare and contrast foods that are safe for consumption with spoiled food, teachers increase children's curiosity in understanding everyday things actively. A sports ground scenario is set up in the imaginative play corner to stimulate children to look into the equipment required for a variety of sport events and the game rules. Children explore life knowledge through play joyfully. Teachers let children create drawings related to mountains freely, in which children use their imagination to incorporate various ideas that highlight the different landscapes and appearances of mountains such as the ones under the rain and shrouded in snow. Children's artworks are full of uniqueness. Teachers guide children to revisit what they have learnt and ask them to review the implementation of the activities they have planned, and then share what they encounter during play. In addition, teachers pose questions to inspire children to further think about the acquired knowledge, facilitating them to consolidate and extend their learning experiences.

2.7 Teachers embrace learner diversity. They use genial tones to patiently guide NCS children to learn Chinese. Teachers often adopt different strategies, including the provision of pictures for elucidation, adjustment of voices and pace of speech, etc., to assist children in listening to and comprehending vocabularies. Teachers usually utilise real objects to facilitate teaching during thematic learning activities. For example, they allow children to weigh fruits in order to understand the concept of light and heavy, and touch various kinds of balls to find out the hardness of these materials. During music activity sessions, teachers lead children to perform

rhythmic body movement. They are advised to refine the teaching design and include more diversified teaching aids so as to increase the variations in the activities and get children more engaged.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school caters for the diverse learning needs of children and establishes connections among parents. It has attempted to organise a wide range of parent education activities in recent years to boost the cohesion of parents and their skills in parenting. The school is recommended to make timely adjustment to the activity arrangement depending on the circumstances of parents, with a view to enhancing their involvement.
- 3.2 The management guides the team to optimise the curriculum proactively. It may strengthen teachers' skills in designing music activities so that children can be fully involved and enjoy the fun of the activities.