Performance Indicators
Kindergartens

Education Bureau HKSARG

2017

Contents

Background

Kindergarten education lays the foundation for lifelong learning and its quality has far-reaching impacts for the development of the next generation. Starting from the 2017/18 school year, the Government implements the kindergarten education scheme (Scheme) and improves the quality of kindergarten education in various aspects through a number of measures, which include refining the Quality Assurance (QA) Framework, enhancing the governance and transparency of kindergartens, and stepping up monitoring. The current QA Framework comprises School Self-evaluation (SSE) conducted by kindergartens and Quality Review (QR) conducted by the Education Bureau (EDB). Both are conducted on the basis of the Performance Indicators. To dovetail with the development of kindergartens, changes in the society, children's developmental needs, and implementation of the Scheme, EDB refined the Performance Indicators to enhance the current QA Framework and to further ensure the quality of kindergarten education.

To gauge comments and suggestions from various stakeholders, EDB had set up "the Advisory Group on the Review of Performance Indicators" (Advisory Group). Early childhood education experts, frontline early childhood educators and lay members were invited to join hands in refining the Performance Indicators. EDB conducted a consultation exercise including seminars and a questionnaire survey to solicit views from all kindergartens on the draft Performance Indicators (Kindergartens) (PIs). After consolidating and considering the views collected, EDB finalised PIs, which serve as reference for school self-evaluation and external assessment of all kindergartens.

Key Features of PIs

Conducting SSE for sustainable development

To facilitate kindergartens in adopting "Planning-Implementation-Evaluation" effectively when conducting holistic reviews and focused evaluations of their performance, EDB has reorganised the "Areas" and the "Performance Indicators" in Domains I to III by integrating related items. A set of "Guiding Questions" has been prepared under each "Aspect". Differentiated "Evidence of Performance" has been provided as reference to facilitate the sustainable development of kindergartens.

Building on achievements and keeping abreast of the latest development

Through SSE, kindergartens have been making continuous improvements and accumulating experiences and achievements in various aspects. The refined PIs have taken into account the development of kindergartens as well as the developmental and learning traits of children, with the aim of keeping kindergartens abreast of the times.

Assuring quality while adopting school-based approach

Kindergartens develop at different paces. While providing clear and specific criteria to ensure the consistency in reviewing the quality of kindergartens, PIs also allow room for innovation by providing kindergartens with the flexibility for diversified development. To this end, the refined PIs seek to strike a balance between describing school performance in detail and motivating kindergartens to review their school context from multiple perspectives.

Perfecting the existing mechanism and forging ahead into the future

The development of PIs is a continuous process, hinging on the concerted efforts of the KG sector in empirical application and validation. Drawing reference from local and international research findings and practices, EDB had been working in partnership with the KG sector to refine the Performance Indicators in a gradual manner, and to tie in with the implementation of the Scheme and the *Kindergarten Education Curriculum Guide (2017)*, with a view to enhancing the QA Framework.

Way Forward

The ultimate goal of EDB is to formulate a set of comprehensive, practicable, reliable and valid PIs as a reference for evaluating the performance of KGs. We believe that continuous empirical application, consultation and research are the driving forces in improving and developing the PIs.

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

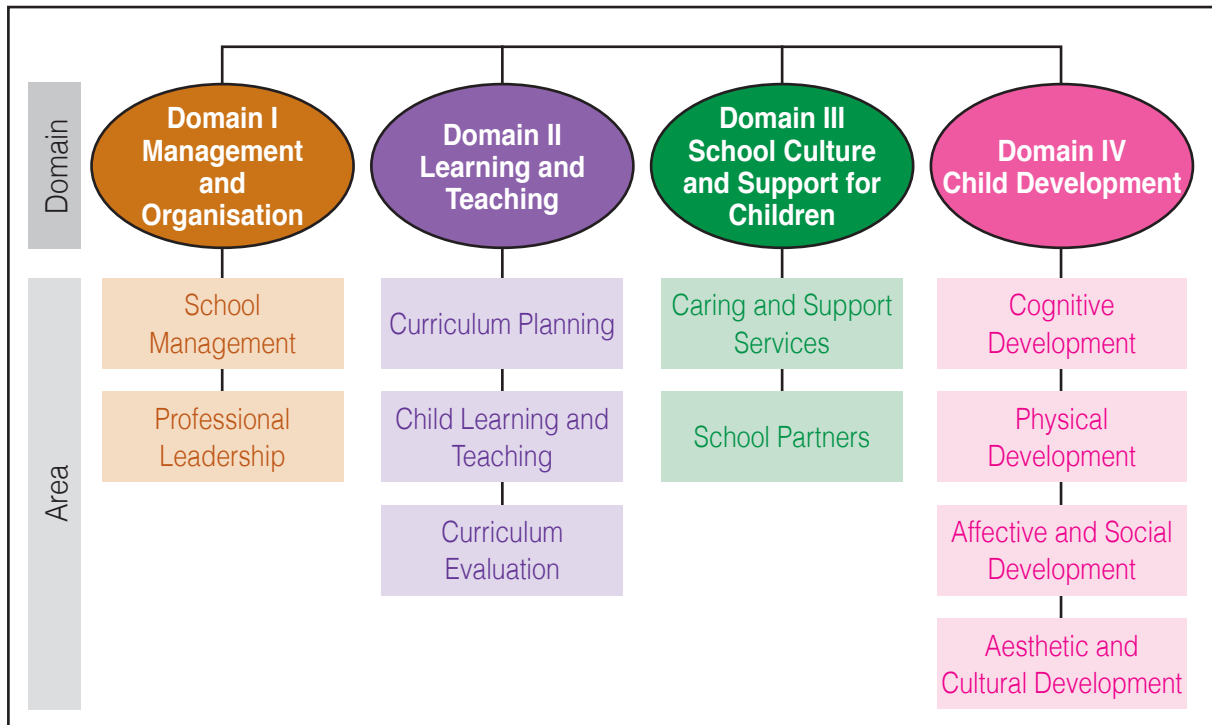|	
Address:	Room 1216, 12/F Wu Chung House, 213 Queen's Road East, Wanchai, Hong Kong
Telephone:	(852)2892 5458
Fax:	(852)3104 0865
E-mail:	kginspection@edb.gov.hk

Framework of Performance Indicators for Kindergartens

Scope of Assessment for the Work of Kindergartens

PIs include four major "Domains", consisting eleven "Areas", so as to emphasise the different important parts of school work, guiding kindergartens to comprehensively evaluate the effectiveness of their work.

Diagram 1

Domain	Domain I Management and Organisation	Domain II Learning and Teaching	Domain III School Culture and Support for Children	Domain IV Child Development
Area	School Management	Curriculum Planning	Caring and Support Services	Cognitive Development
	Professional Leadership	Child Learning and Teaching	School Partners	Physical Development
		Curriculum Evaluation		Affective and Social Development
				Aesthetic and Cultural Development

Framework Overview

Diagram 2

Framework of Performance Indicators (Kindergartens)
Domains I to IV

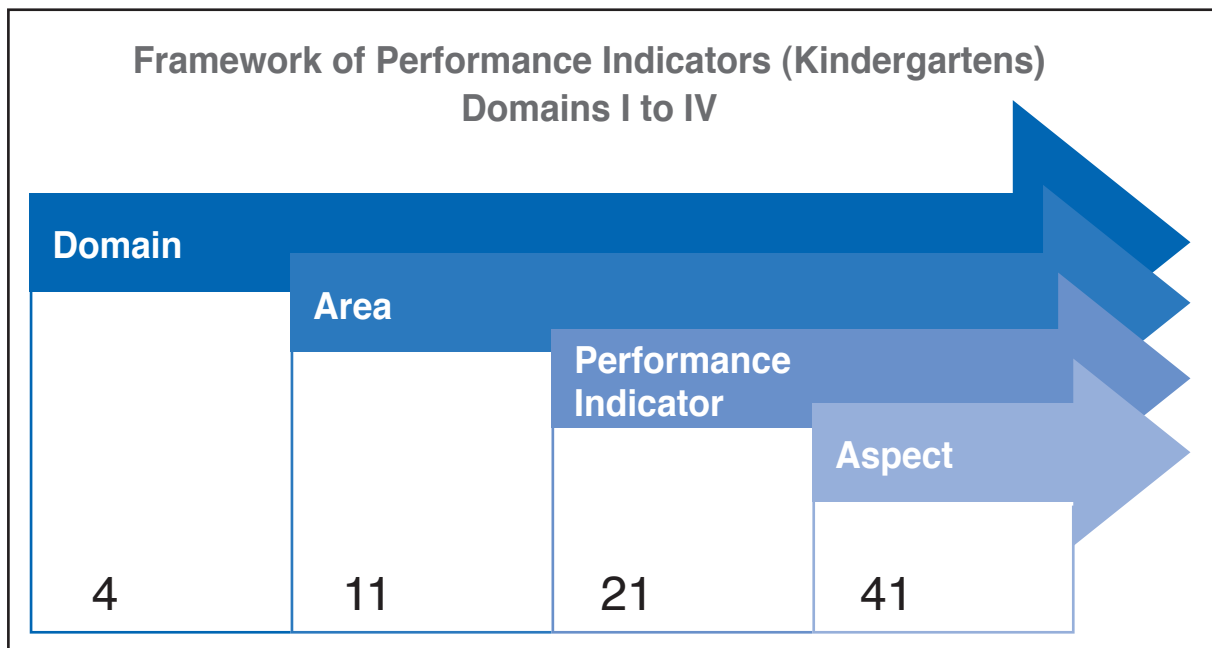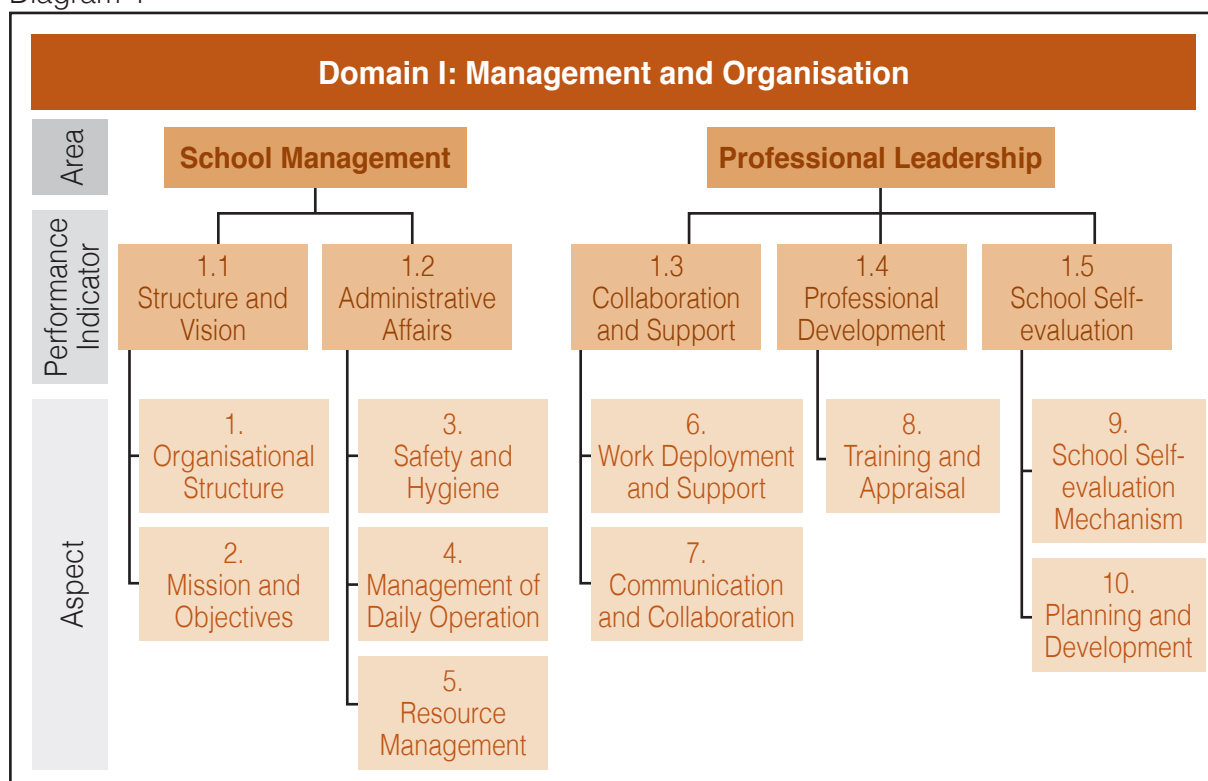| Domain	Area	Performance Indicator	Aspect
4	11	21	41

5

Diagram 3

	Domain I Management and Organisation	Domain II Learning and Teaching	Domain III School Culture and Support for Children	Domain IV Child Development	Total
	Framework Overview				
Area	2	3	2	4	11
Performance Indicator	5	4	4	8	21
Aspect	10	8	8	15	41

Principles underlining PIs in the Domain of Management and Organisation

The effectiveness of a school's management and organisation can be demonstrated by its work in the areas of "School Management" and "Professional Leadership". "School Management" includes the framework and vision as well as routine administrative affairs of the school, while "Professional Leadership" should embody the attribute of being foresighted. The Professional Leadership is to guide the school in promoting teachers' professional development through various approaches, strengthening communication and mutual support among team members, and identifying school needs by self-evaluation with a view to drawing up appropriate development plans and motivating the school to move ahead continuously towards quality education.

Diagram 4

Domain I: Management and Organisation

Area

School Management — **Professional Leadership**

Performance Indicator:
- 1.1 Structure and Vision
- 1.2 Administrative Affairs
- 1.3 Collaboration and Support
- 1.4 Professional Development
- 1.5 School Self-evaluation

Aspect:
1. Organisational Structure
2. Mission and Objectives
3. Safety and Hygiene
4. Management of Daily Operation
5. Resource Management
6. Work Deployment and Support
7. Communication and Collaboration
8. Training and Appraisal
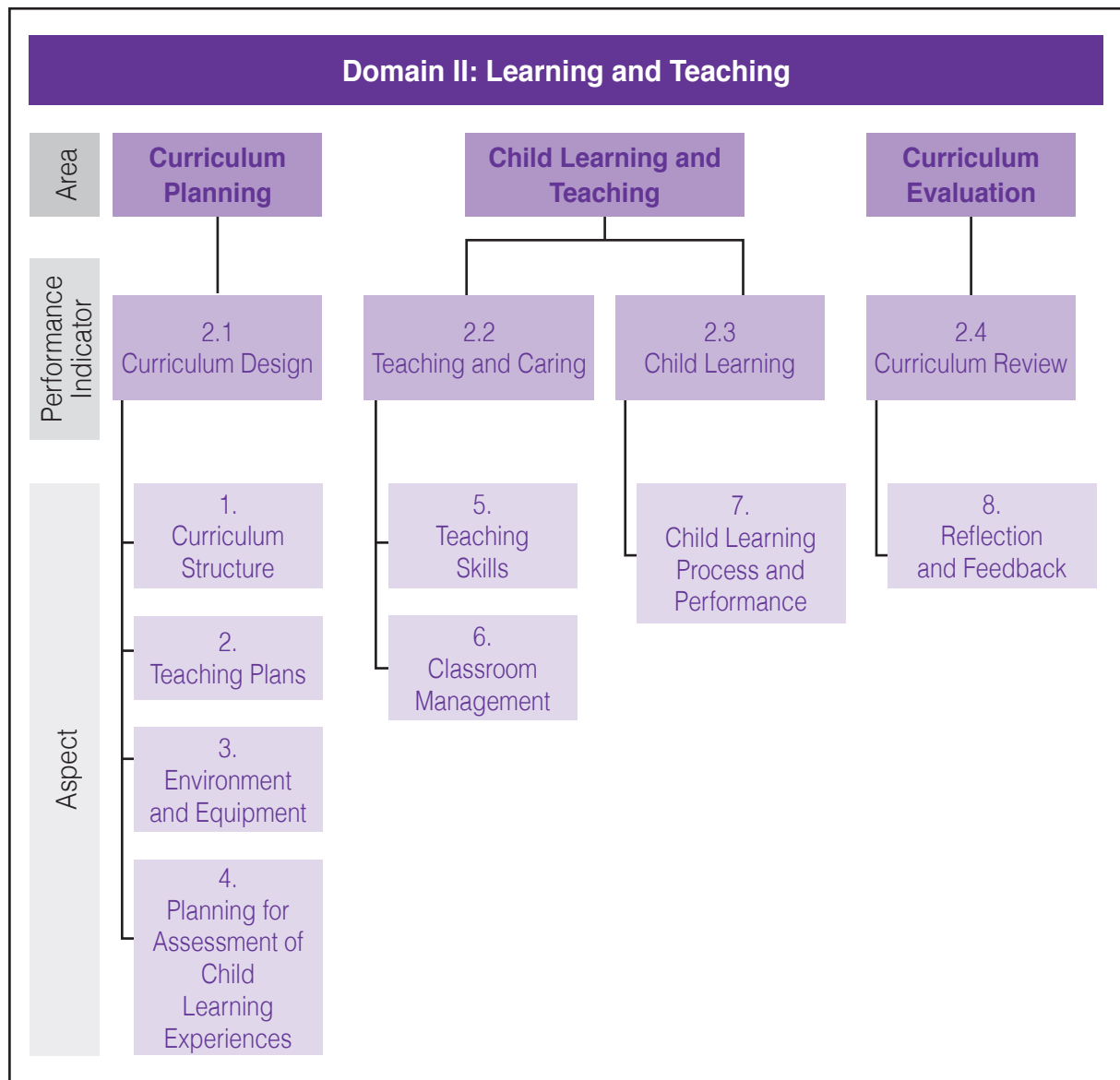9. School Self-evaluation Mechanism
10. Planning and Development

Principles underlining PIs in the Domain of Learning and Teaching

Learning and teaching, a key element for facilitating child learning, is the core of the work of kindergartens. With reference to curriculum development models, learning and teaching can be categorised into three areas, namely "Curriculum Planning", "Child Learning and Teaching", and "Curriculum Evaluation". These areas are interrelated and interdependent. Through the cyclical process of planning, implementation and evaluation, kindergartens may adjust and refine the curriculum continuously so as to achieve the goals of child-centredness and ever-improvement of the quality of learning and teaching.
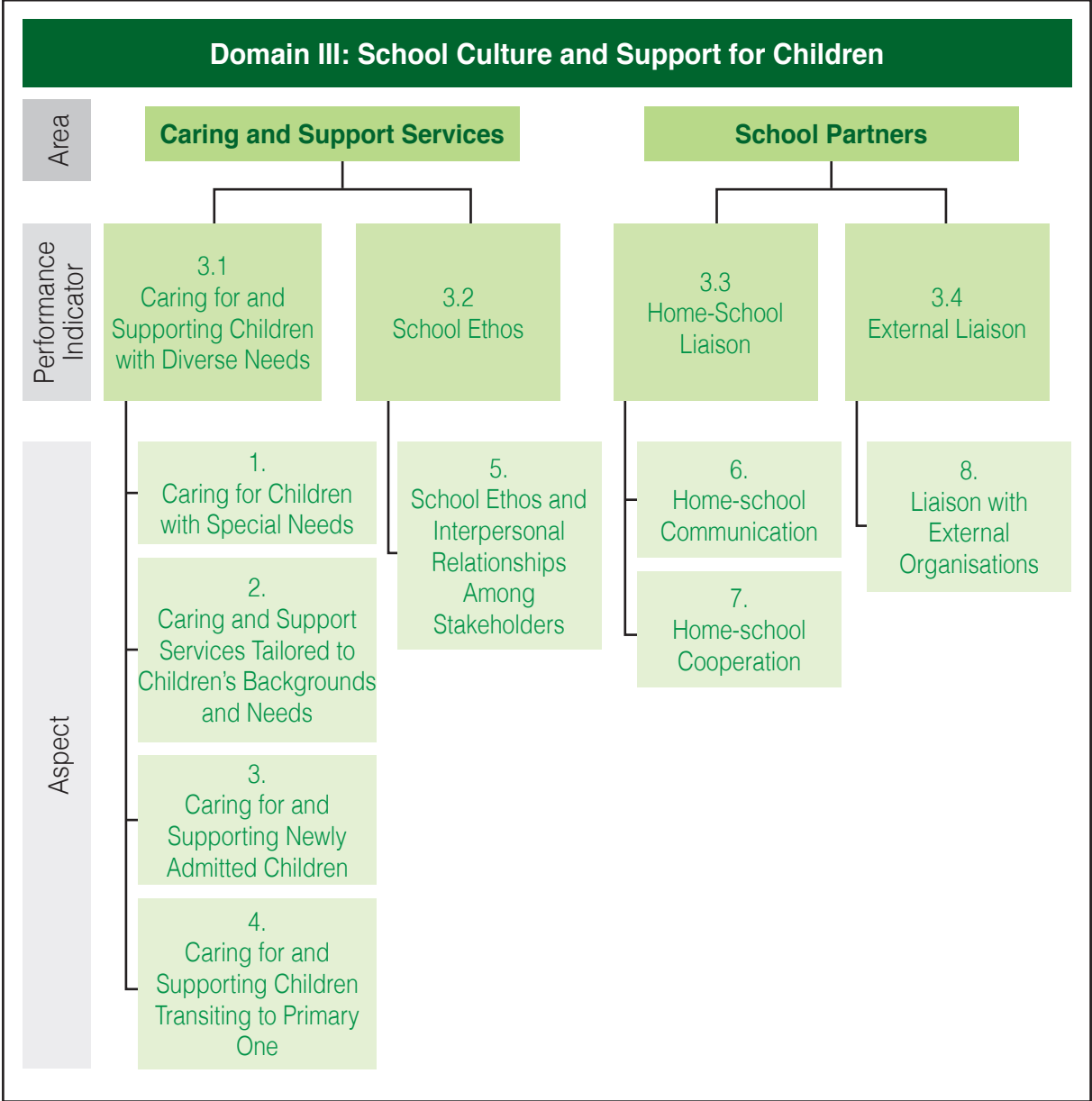
Diagram 5

Domain II: Learning and Teaching			
Area	Curriculum Planning	Child Learning and Teaching	Curriculum Evaluation
Performance Indicator	2.1 Curriculum Design	2.2 Teaching and Caring / 2.3 Child Learning	2.4 Curriculum Review
Aspect	1. Curriculum Structure / 2. Teaching Plans / 3. Environment and Equipment / 4. Planning for Assessment of Child Learning Experiences	5. Teaching Skills / 6. Classroom Management / 7. Child Learning Process and Performance	8. Reflection and Feedback

Principles underlining PIs in the Domain of School Culture and Support for Children

Good kindergarten culture and appropriate support to children is conducive to the promotion of school development and the enhancement of learning and teaching effectiveness. To strategically create school culture and strengthen support for children, kindergartens may set out with the two areas of "Caring and Support Services" and "School Partners". Kindergarten management should closely communicate and cooperate with staff members, parents and the community to cater for the diverse needs of children and provide appropriate services, with a view to helping children learn happily and grow healthily for whole-person development.
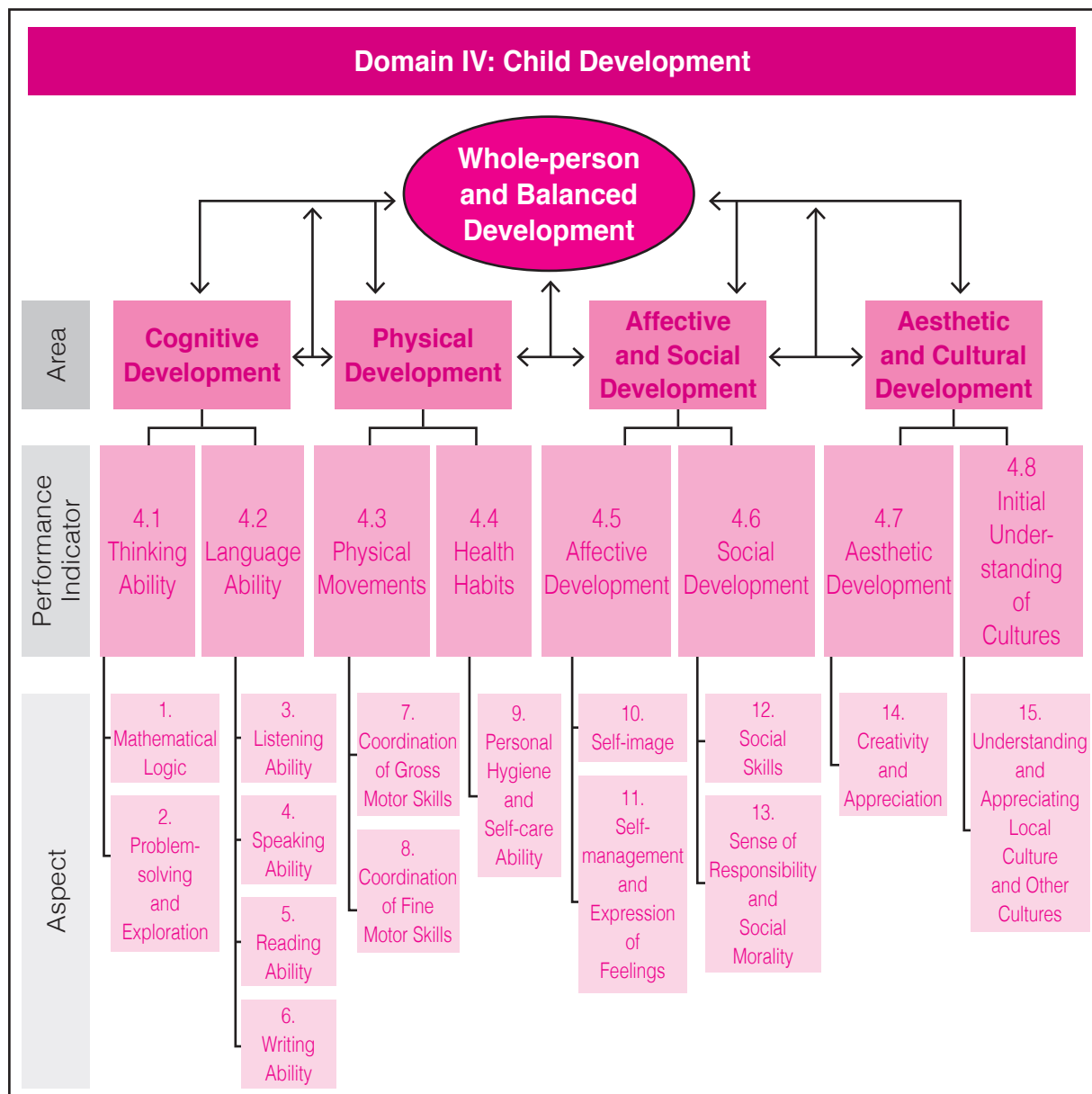
Diagram 6

Domain III: School Culture and Support for Children			
Area	**Caring and Support Services**		**School Partners**
Performance Indicator	3.1 Caring for and Supporting Children with Diverse Needs	3.2 School Ethos	3.3 Home-School Liaison	3.4 External Liaison
Aspect	1. Caring for Children with Special Needs 2. Caring and Support Services Tailored to Children's Backgrounds and Needs 3. Caring for and Supporting Newly Admitted Children 4. Caring for and Supporting Children Transiting to Primary One	5. School Ethos and Interpersonal Relationships Among Stakeholders	6. Home-school Communication 7. Home-school Cooperation	8. Liaison with External Organisations

Principles underlining PIs in the Domain of Child Development

Children's personal growth and learning environment are two crucial elements that shape child development. These elements are interdependent in promoting child development, which cover four areas, namely "Cognitive Development", "Physical Development", "Affective and Social Development", and "Aesthetic and Cultural Development". They are interrelated to one another. Yet, it is not surprising that a child may excel in one area but perform less well in another. As such, teachers should track the progress of a child's development through various channels, so as to understand the child's abilities in a specific area. In addition, kindergartens may conduct SSE by examining children's development records on grade or school level to reflect holistically on the quality of education provided.
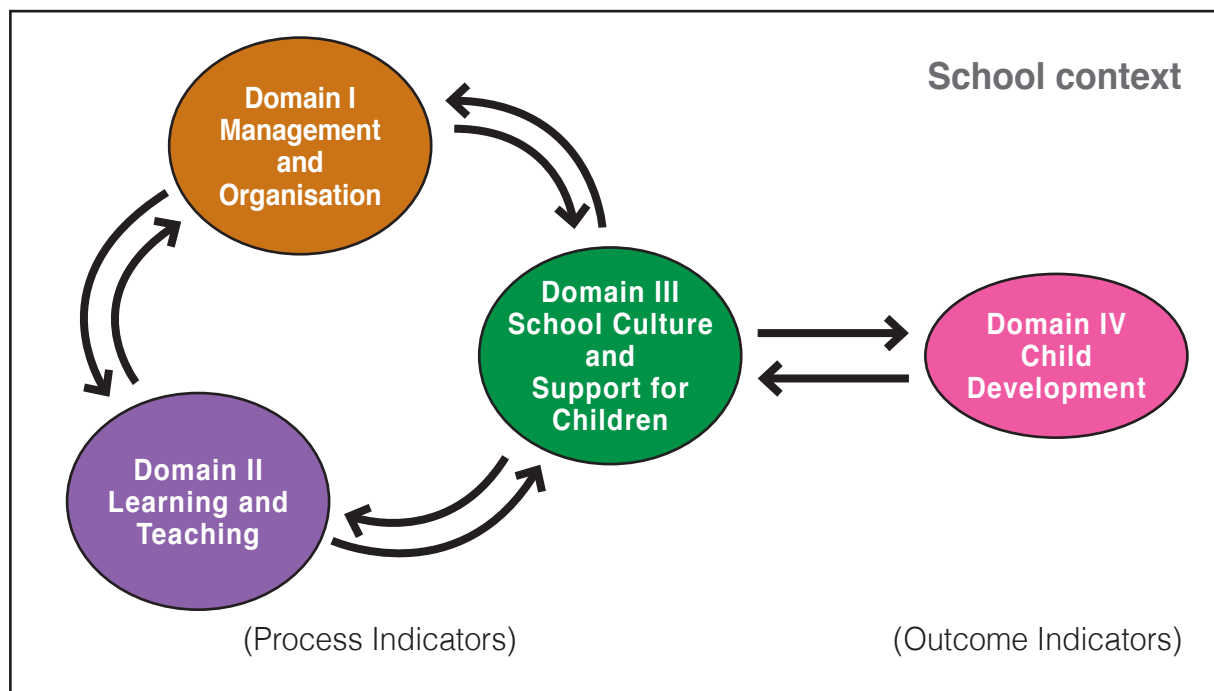
Diagram 7

Domain IV: Child Development

Whole-person and Balanced Development

Area
Cognitive Development	Physical Development	Affective and Social Development	Aesthetic and Cultural Development

Performance Indicator:
- 4.1 Thinking Ability
- 4.2 Language Ability
- 4.3 Physical Movements
- 4.4 Health Habits
- 4.5 Affective Development
- 4.6 Social Development
- 4.7 Aesthetic Development
- 4.8 Initial Understanding of Cultures

Aspect:
- 1. Mathematical Logic
- 2. Problem-solving and Exploration
- 3. Listening Ability
- 4. Speaking Ability
- 5. Reading Ability
- 6. Writing Ability
- 7. Coordination of Gross Motor Skills
- 8. Coordination of Fine Motor Skills
- 9. Personal Hygiene and Self-care Ability
- 10. Self-image
- 11. Self-management and Expression of Feelings
- 12. Social Skills
- 13. Sense of Responsibility and Social Morality
- 14. Creativity and Appreciation
- 15. Understanding and Appreciating Local Culture and Other Cultures

Interrelationships of the Domains of PIs

The performance indicators in Domains I to III are collectively known as Process Indicators, reflecting kindergarten's capacity in providing quality education. Those in Domain IV are the Outcome Indicators, covering the progress of children in different aspects, to reveal the effectiveness of the kindergarten. The four Domains are inter-related to one another when assessing a kindergarten's performance.

Diagram 8

School context

Domain I
Management and Organisation

Domain III
School Culture and Support for Children

Domain IV
Child Development

Domain II
Learning and Teaching

(Process Indicators)   (Outcome Indicators)

Points to Note

Under each of the four macro-level Domains, the PIs are categorised into the tiers of "Area", "Performance Indicator", "Aspect" and "Evidence of Performance". The following points should be noted when assessing the work of kindergartens:

Domains I to III

- Due emphasis should be placed on the overall performance of a kindergarten, after considering all the performance indicators and the descriptions for each aspect in Domains I to III. No single indicator should be used in isolation when judging the performance of it. The interrelationship of the performance indicators should be taken into account.

- The "Guiding Questions" under each aspect aim at guiding kindergartens to evaluate themselves from multiple perspectives for the purpose of promoting diversified development. As every kindergarten is unique, the "Evidence of Performance" is neither exhaustive nor prescriptive. SSE should be conducted with reference to the specific school context.

- As "Guiding Questions" do not correspond to "Evidence of Performance" individually, their numbers are not necessarily identical. Kindergartens are advised not to regard them as checklists or conduct assessment item by item, as that may result in overlooking the overall performance in a particular aspect.

- The key of using PIs lies in professional judgement and experience. Kindergartens should use and interpret them flexibly in accordance with the actual circumstances.

Domain IV

- The performance indicators for the Domain of Child Development are different from those for assessing child learning experiences under the Domain of Learning and Teaching. The indicators for assessment of child learning experiences evaluate children's learning performance from the curriculum perspective, while the indicators for the Domain of Child Development measure school outputs and reflect how the work of kindergartens (including teacher professional development, learning environment, curriculum design, caring and support services for children, as well as school culture) promotes the overall development of children.

- Child development is an incremental progressive process, and each child develops at his/her own pace. Therefore, the PIs for Domain IV only provide the developmental characteristics generally shown by children aged three to six who are receiving KG education. Examples are provided for each developmental characteristic, but they do not prescribe the level to be met by children of a particular age.

- While there are seven levels of developmental characteristics under each aspect, children may display more than one developmental characteristic simultaneously or exhibit some characteristics before others. Kindergartens may refer to these levels when planning their curriculum, but should not use them to assess children directly.

- When assessing child development, kindergartens may discuss with teachers about the actual performance of children by making reference to Domain IV of PIs. Instead of determining children's level of development by a single source of information, kindergartens should gather child development data from various sources, e.g., consolidating feedback from teachers and parents.

- Kindergartens should gather relevant information through continuous observation, interviews, review of children's work, etc. to gauge children's development progress. Written assessments such as dictations, tests or examinations should not be used to assess children. Kindergartens should collect child development data on a regular basis, so as to check their learning progress and render appropriate support to cater for the needs of individual children.

- KGs may adjust the Developmental Characteristics under Domain IV having regard to its vision and mission as well as children's background, so as to facilitate teachers' understanding of the tools in reviewing children's development when conducting SSE.

- "4.2 Language Ability" under the area of "Cognitive Development" refers to the mother-tongue development of children who are mostly taught in mother tongue at kindergartens. Kindergartens should not use the same performance indicators to assess children's learning in a second language.

Evidence of Performance

Domains I to III

In the course of pursuing quality kindergarten education, the performance indicators and their associated evidence of performance can be used as a tool to assess performance. They can also help reflect the stage of development of individual kindergartens. There are four levels of performance, namely "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 kindergartens.

"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 fragmented and repetitive, and to retain flexibility in application, evidence of performance is still provided for the "Acceptable" and "Excellent" levels. The progression from "Acceptable" to "Excellent" implies that the evidence of performance for "Excellent" already covers that for "Acceptable".

Domain IV

The performance indicators under the Domain of Child Development are Outcome Indicators concerning the various developmental aspects of children. As the socio-economic background of children varies among kindergartens, it is not advisable to grade their performance at four levels ("Excellent", "Good", "Acceptable" and "Unsatisfactory") or standardise children's development by age. With reference to their contextual factors, kindergartens should set reasonable expectations on children's performance and then monitor their development through regular reviews. Based on the data collected from various sources, kindergartens can review the effectiveness of their performance for continuous improvement.

Domain I : Management and Organisation
Area : School Management
Performance Indicator 1.1 : Structure and Vision

Aspect 1 : Organisational Structure			
Guiding Questions			
• How does the school management committee state and define its objectives as well as the roles and responsibilities of its members? • What are the roles of members of the management[1]/ school management committee? • How does the school define the authorities and responsibilities of its staff? • *What other questions need to be considered by the school?*			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• The school management committee has a specific constitution that elucidates the mission of the school, the objectives of the school management committee, and the roles and responsibilities of its members. The constitution is recognised and supported by the staff. • The school management committee is composed of different stakeholders with clear authorities and responsibilities. Members cooperate to understand the needs of the school and the teaching team through regular meetings. They also jointly formulate long-term goals and major policies in light of the actual circumstances so as to raise the management transparency and accountability, and put in place a clear mechanism to effectively monitor and support the implementation of various plans. • To strive for self-improvement, the school regularly reviews the implementation progress of work, makes appropriate improvement and takes follow-up actions having regard to the review findings. • In line with its education objectives and development and subject to the availability of resources, the school flexibly establishes and refines its organisational structure for formulating and implementing various development plans. The distribution of work as well as the authorities and responsibilities of the staff are clearly defined.		• In line with the school mission, the school management committee sets goals and defines roles and responsibilities of its members. • The management/school management committee formulates the school mission and monitors school operation. • In line with its education objectives and development, the school establishes an effective organisational structure that is transparent, with the authorities and responsibilities clearly defined, so as to strengthen its administration, management and accountability.	

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[1] **The management** refers to the principal, vice principal and senior teachers of a school.

Domain I : Management and Organisation
Area : School Management
Performance Indicator 1.1 : Structure and Vision

Aspect 2 : Mission and Objectives			
Guiding Questions			
• How does the school determine and review its mission and education objectives? • How does the leadership team[2] guide the staff in establishing and attaining the school education objectives? • How does the school explain to parents its mission and education objectives? • ***What other questions need to be considered by the school?***			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• The school education objectives are clear and in line with the objectives of kindergarten education in Hong Kong, which is to help children achieve balanced development in the five domains of ethics, intellect, physique, social skills and aesthetics. In accordance with its vision and mission, the school also formulates school-based development objectives to lay a foundation for children's lifelong learning. • The school puts in place a mechanism for its staff to collaboratively work out the objectives, vision and mission of education through discussions and to conduct regular reviews. • Being forward-looking and crisis-sensitive, the leadership team has an acute sense of changes in society and education sector and is able to draw up effective strategies accordingly and proactively. • Valuing teamwork, the leadership team works with the staff to develop school policies and establishes a mechanism for evaluating the implementation of policies. • The school regularly and systematically explains to stakeholders its education objectives, vision and mission. It also establishes effective channels for sharing its vision and exchanging views with new recruits to build a consensus.		• In line with the objectives of kindergarten education in Hong Kong, the school sets its education objectives that cover the five domains of ethics, intellect, physique, social skills and aesthetics. • The school engages its staff through consultation to formulate education objectives. • When developing policies, the leadership team takes into consideration the views of staff and changes in the education sector. • The school explains to parents its mission and education objectives.	

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[2] **The leadership team** refers to the school management committee members and the school principal.

Domain I : Management and Organisation
Area : School Management
Performance Indicator 1.2 : Administrative Affairs

Aspect 3 : Safety and Hygiene			
Guiding Questions			
• What safety equipment is provided by the school? • What safety measures are in place in the school? • How does the school handle crises? • What sanitary facilities are provided in the school? • How does the school arrange meals for children? • How does the school arrange afternoon nap areas for children of whole-day classes? • ***What other questions need to be considered by the school?***			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• Taking into account its context, the school formulates explicit and clear safety rules and measures that align with the education-related legislation and guidelines to ensure the safety of children and the staff. The staff fully understands the rules and abides by them. • Clear and detailed guidelines are laid down to set out preventive measures for predictable crises. In case of accidents, the staff is able to handle and document the incidents effectively and timely and take follow-up actions as appropriate. • The school has clear guidelines on sanitation, fire precautions and safety. Each activity area in the school premises is well-ventilated and well-lit. All facilities comply with sanitary requirements. A medical room and standard first-aid kits are available for taking good care of the sick or injured children. • All areas, activity facilities and resources are regularly cleaned and sanitised. Disinfection work will be strengthened if necessary to ensure the hygiene of the school premises.		• The school formulates safety rules in accordance with the education-related legislation and guidelines to ensure the safety of children and the staff. The staff is fully aware of the safety rules. • The school deals with and records emergency incidents. • All facilities comply with safety and sanitary regulations. The school premises are regularly cleaned and all facilities are kept clean, tidy and sanitised. • The school takes children's safety into account when working out the setting of the premises. • The school properly arranges meals and afternoon nap areas for children of whole-day classes.	

Aspect 3 : Safety and Hygiene (cont'd)			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• The school premises conform to safety standards. Exits are free from obstruction. Soft mats are placed on the floor surfaces of all outdoor play areas and large facilities. Children's toys and items conform to international safety standards. • Children's daily life and health are well taken care of. The school provides them with a balanced diet. A tidy, clean, well-ventilated, comfortable and quiet environment is provided for children to have afternoon naps and meals.			

Domain I : Management and Organisation
Area : School Management
Performance Indicator 1.2 : Administrative Affairs

Aspect 4 : Management of Daily Operation			
Guiding Questions			
• How does the school enable its staff to understand and comply with legislation and guidelines related to education or school operation? • How does the school comply with the requirements set out in circulars[3] issued by EDB? • How does the school manage its daily operation? • How does the school handle its files? • ***What other questions need to be considered by the school?***			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• To uphold the law, the school explains to its staff the Education Ordinance, Education Regulations and relevant legislation and guidelines through various effective channels. The school also draws up clear school-based guidelines for its staff to comply with. • The school complies with the requirements set out in the kindergarten-related circulars issued by EDB and ensures that its staff abides by them. • The school establishes clear operational procedures. It flexibly and systematically deploys its staff to ensure smooth daily operation. • The school has a well-thought-out filing system. The files are properly and systematically arranged and well kept in an orderly manner. The computerised facilities allow easy and efficient retrieval and updating of information, thereby enhancing the efficiency of daily operation.		• The Education Ordinance, Education Regulations and relevant legislation and guidelines are accessible to the staff. The school makes sure the staff is aware of and abides by them. • The school complies with the requirements set out in the kindergarten-related circulars issued by EDB. • The school deploys its staff to handle daily matters. • Files are systematically arranged and kept to allow easy retrieval.	

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[3]   Circulars are different from circular memoranda:

    Circulars are used for issuing policies, instructions, guidelines, etc. to specific categories/groups of recipients to provide them with long-term reference. They will stay in force over a long period of time until deleted or superseded.

    Circular memoranda are issued when the subject matter is one-off in nature or the action required is expected to be completed within a specified period.

Domain I : Management and Organisation
Area : School Management
Performance Indicator 1.2 : Administrative Affairs

Aspect 5 : **Resource Management**			
Guiding Questions			
• How does the school store, maintain and replenish teaching resources? • How does the school enable its staff to make good use of resources? • How does the school manage and monitor its financial matters? • Does the management use funds properly to enhance the quality of the school? • ***What other questions need to be considered by the school?***			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• The school strategically uses and explores resources, sets up a teaching resource room or a database, and draws up clear guidelines on the registration and use of resources. Teachers may select relevant resources to cater for children's needs. • A sound mechanism for resource management is in place to maintain a systematic record of the utilisation and replenishment of teaching resources. Information of the latest resources available is provided to the staff through various means. • The school management committee establishes a proper and stringent internal control and reporting mechanism; plans in accordance with EDB circulars and guidelines; as well as deploys government and non-government funding properly and timely to provide quality kindergarten education. • The school sets up an appropriate and clear pay scale so as to maintain the stability of teaching team. • The school establishes a systematic mechanism for the management and senior staff to prepare the school budget. Clear procedures are also established to manage the school accounts systematically.		• An area is designated for storing teaching resources. The resources are regularly tidied up or replenished. • A manual on the use of resources, including inventory lists and user guidelines, is provided for the staff's easy reference. • The school management committee monitors the school accounts and utilizes government grant according to its ambit to ensure proper use of government and non-government funding. • A teacher pay scale is in place and the staff is aware of it. • The management prepares the school budget and submits it to the school management committee for approval. • Funds are used with reference to the budget to transform formulated plans into practice.	

Aspect 5: Resource Management (cont'd)			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• All income and expenditure items are closely monitored so that they are used timely and flexibly to transform formulated plans into practice. • The school account is regularly monitored and clearly recorded. Monthly audit is conducted to compare the budgets with the actual expenses incurred. Adjustments to revise the budgets for various work plans can be done in the forthcoming year.		• The school prepares a monthly financial statement on its income and expenditure. Reviews on the budget and actual expenses are conducted.	

Domain I : Management and Organisation
Area : Professional Leadership
Performance Indicator 1.3 : Collaboration and Support

Aspect 6 : Work Deployment and Support			
Guiding Questions			
• What are the qualifications of the teachers[4]? • How does the school deploy teachers and non-teaching staff? • How does the school support the new recruits or inexperienced staff? • How does the school lead its staff in their work? • ***What other questions need to be considered by the school?***			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• Teachers possess professional qualifications. The staff is enthusiastic about further studies and an atmosphere conducive to learning can be found. Besides being professionally qualified, the staff possesses various expertise. • A mechanism is in place to allocate teaching and non-teaching duties with reference to school's development needs, as well as teachers' abilities, strengths, experience, qualifications and preferences. • Appropriate allocation of duties is made according to school needs and non-teaching staff's abilities, experience and preferences. • The staff understands the principles of duty allocation. The duties and responsibilities are clearly delineated. • A sound induction mechanism is in place to assign experienced staff to support new recruits or inexperienced staff to enable them to adapt to the working environment and daily routines. • The school encourages and supports its staff as appropriate and closely collaborates with them to promote their professional development.		• Teachers possess professional qualifications. • The school allocates teaching and non-teaching duties with reference to teachers' experience, abilities and professional training experiences. • Allocation of duties is made according to school needs and non-teaching staff's abilities and experience. • The school supports new recruits or inexperienced staff to enable them to adapt to the working environment and daily routines. • The school guides its staff members to carry out their job duties.	

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[4]   **Teachers** include the school principals, vice principals and senior teachers.

Domain I : Management and Organisation
Area : Professional Leadership
Performance Indicator 1.3 : Collaboration and Support

Aspect 7 : Communication and Collaboration			
Guiding Questions			
• How does the school facilitate communication among staff? • What is the working relationship between the management and the staff? • How does the management enhance the liaison between the leadership team and the staff? • How does the management create a collaborative culture in school? • *What other questions need to be considered by the school?*			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• A mechanism is in place that provides multi-directional communication channels to release information and collect views in both top-down and bottom-up manners. Through candid communication, the management prudently considers the staff's suggestions. Discontent of the staff is properly resolved and a consensus is reached. • The management takes the initiative to encourage dialogues with the staff; willing to listen, accept and respect the staff's views. A harmonious relationship is maintained. The school cares about the welfare of the staff. There are welfare facilities and incentive system to foster a sense of belonging among staff. • An appraisal system is set that fairly and appropriately commends the staff with good performance. Staff interactions are encouraged through diversified activities to avoid unnecessary misunderstanding among staff. • The management creates a pleasant working atmosphere. The staff is very satisfied with the working environment and finds their work meaningful. The staff works as a team and collaborate with and support one another with trust in an effort to achieve the education objectives of the school.		• Proper channels are available to release information and collect views from the staff. • The school encourages communication among staff. The staff cooperates with one another while discharging their duties properly. • The management maintains a harmonious working relationship with the staff. Staff benefits are in place. • The management commends the staff with good performance and addresses their grievances.	

Domain I : Management and Organisation
Area : Professional Leadership
Performance Indicator 1.4 : Professional Development

Aspect 8 : Training and Appraisal

Guiding Questions

- How does the school formulate its staff training plans?
- How does the school encourage and support its staff in their pursuit of further studies?
- How does the school evaluate the effectiveness of its training plans? How does the school assess its staff performance?
- To what extent does the staff accept the assessment content and standards?
- How does the appraisal system correlate with the staff's professional development?
- How does the school set up the mechanism for staff promotion?
- ***What other questions need to be considered by the school?***

Evidence of Performance

Excellent	Good	Acceptable	Unsatis-factory
• The school formulates school-based staff training plans with clear objectives to encourage their participation, so as to meet the diverse needs of children. The school fully utilises resources to release the staff for further studies. The development plans tie in with the school development and meet the needs of the staff. • The school encourages the staff to pursue further studies by providing them with relevant information and opportunities. Through diversified training strategies, including lesson observation and discussions with the management or peers, the school gives teachers suggestions for improvement and develops a culture of a learning community, so as to promote professional development and enhance work quality. • The school evaluates the effectiveness of training plans and takes follow-up actions timely so that staff is able to consolidate and apply what they have learnt. • A fair and open appraisal system and a self-evaluation mechanism are in place with emphasis on staff's accountability. The assessment content and standards are agreed by the staff. Through the appraisal system, the staff has a better understanding of their strengths and development needs.		• Taking the suggestions of EDB into account, the school establishes a school-based career ladder and formulates staff continuous professional development plans with clear objectives, with a view to encouraging and supporting the staff in their pursuit of further studies and providing them with training opportunities in various forms. • The school has a staff appraisal policy and procedure in place. The staff in general accepts the assessment content and standards. • The appraisal system identifies the strengths and development needs of the staff.	

Aspect 8: Training and Appraisal (cont'd)			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• The appraisal system enables the school to formulate concrete professional development plans, which in turn foster the professionalism of the staff and serve as a reference for school development. • The school establishes, in light of its context, a fair and transparent mechanism for staff promotion. It not only motivates the staff to exploit their strengths and raises their professional standards and morale, but also supports school development.			

Domain I : Management and Organisation
Area : Professional Leadership
Performance Indicator 1.5 : School Self-evaluation

Aspect 9 : School Self-evaluation Mechanism			
Guiding Questions			
• What is the school self-evaluation (SSE) mechanism of the school? • How does the school engage its staff in SSE? • How does the school determine the scope and procedures of SSE? • How does the school follow up the SSE findings? • How does the school build and foster an SSE culture? • How does the school inform stakeholders of its performance? • ***What other questions need to be considered by the school?***			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• A mature SSE mechanism is in place. In accordance with its development progress, characteristics and resources, the school holistically review its development. It also evaluates its policies and activities. • The school makes use of different channels and training activities to enhance the staff's understanding of SSE, establish a clear framework of evaluation, and actively encourage its staff to plan and formulate evaluation criteria, procedures and tools, with a view to taking forward the evaluation work. • The school properly delegates authority, enhances the capacities of the team, and creates a frank and open atmosphere to ensure an objective evaluation of the effectiveness of school work. • The school makes good use of the SSE findings to analyse its performance from multiple perspectives with a view to devising proper development plans for self-improvement. • The staff always evaluates if their work attains the expected goals, explores ways for further improvement, and applies the cyclical concept of planning, implementation and evaluation in their routine work so as to entrench the SSE culture in school.		• An SSE mechanism is in place for evaluating the school policies and activities. • The staff is given the opportunities to receive training on SSE and is encouraged to participate in SSE. • The school determines the scope of evaluation in light of its work plans. • The school determines the work process of evaluation according to the scope of evaluation. • The school makes use of school-based SSE tools or those provided by EDB to collect views of stakeholders in order to investigate its work progress. • The SSE findings serve as a reference for formulating improvement measures or devising development plans for the coming year.	

Aspect 9: School Self-evaluation Mechanism (cont'd)			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• By means of multi-directional channels, such as school website, the school clearly informs stakeholders and outsiders of its SSE findings and development directions, so as to enhance transparency for the purpose of accountability.		• The school informs parents of its SSE findings and development directions, so as to enhance transparency.	

Domain I : Management and Organisation
Area : Professional Leadership

Performance Indicator 1.5 : School Self-evaluation

Aspect 10 : **Planning and Development**

Guiding Questions

- How does the management spearhead the sustainable development of the school using their professional knowledge?
- How does the school formulate its development plans?
- How does the school determine the goals, strategies and success criteria for its development plans?
- How does the management monitor the implementation of development plans?
- How does the school assess the effectiveness of its development plans?
- How does the school inform stakeholders of its development progress?
- ***What other questions need to be considered by the school?***

Evidence of Performance

Excellent	Good	Acceptable	Unsatis-factory
• With profound professional knowledge and a good grasp of the latest trends of educational development, the management flexibly applies what it has acquired to lead the school in moving forward, fully demonstrating its professional competency. • Taking into account its mission and objectives, context and SSE findings, the school formulates its development plans according to priorities and needs. • In line with the direction of its development plans, the school sets clear goals, appropriate strategies and success criteria to evaluate the effectiveness of its plans. • An effective monitoring mechanism is in place, under which the school reviews the development plans timely and adjusts strategies and resources as necessary to ensure a smooth implementation of the plans. The school also contemplates follow-up actions to be taken based on the effectiveness of its overall work. • By means of multi-directional channels, the school properly explains to stakeholders its development progress and encourages them to offer more feedback so as to reach a consensus.		• The management applies its professional knowledge to lead the staff in promoting school development. • Development plans are comprehensive, with goals, implementation strategies and success criteria. • The management leads the staff in implementing various work plans according to schedule. • The school monitors the implementation of various work plans and reviews their effectiveness upon completion. • The school informs parents of its development progress.	

Domain II : Learning and Teaching
Area : Curriculum Planning
Performance Indicator 2.1 : Curriculum Design

Aspect 1 : Curriculum Structure

Guiding Questions

- How does the school establish its curriculum aims?
- How does the school work out the learning and teaching strategies?
- How does the curriculum facilitate child development in all aspects?
- How do the arrangements and planning of the curriculum suit the developmental needs, abilities, interests and experiences of children?
- How does the school work out the daily activity schedule to foster the balanced development of children?
- *What other questions need to be considered by the school?*

Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• The school establishes the curriculum aims that are in line with the overall aims of kindergarten education in Hong Kong and the developmental needs of the school. • Child-centred learning and teaching strategies are embedded in the school curriculum, which appropriately addresses children's developmental characteristics and needs at different ages. • The curriculum facilitates the holistic and balanced development of children in the domains of ethics, intellect, physique, social skills and aesthetics. • The arrangements and planning of the curriculum allow children to learn through play and provide them with a natural and pleasant environment, thus fostering their balanced and all-round development through exploration in various activities and life experiences. The school flexibly tailors the curriculum and adjusts teaching strategies to cater for the diverse needs of children.		• The school curriculum aims align with those set out in the *Kindergarten Education Curriculum Guide (2017)*. • The learning and teaching strategies of the school facilitate the implementation of the child-centred curriculum. • The curriculum facilitates the development of children in the domains of ethics, intellect, physique, social skills and aesthetics. It neither places undue emphasis on a particular learning area nor merely focuses on imparting knowledge. • The developmental needs, abilities, interests and experiences of children are catered for in the planning and organisation of the curriculum. The curriculum content is neither too extensive nor too difficult.	

Aspect 1 : **Curriculum Structure (cont'd)**			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• The daily activity schedule of children fosters their balanced development. It covers different learning areas and instils in children positive values and attitudes, and enhances their skills and knowledge. There are ample opportunities for children to gain effective learning experiences. Sufficient time is set aside every day for children to take part in music, physical, art and free choice activities. Teachers are allowed to flexibly adjust the schedule of daily activities. • Having regard to the developmental needs, abilities, interests and experiences of children across all levels, the school alternately arranges active and quiet, whole-class, group and individual activities. • The school helps children develop self-care abilities, self-confidence and a sense of security through routine training and diversified free choice activities. • Taking into account the needs of children of different ages, the school properly arranges afternoon naps and after-nap activities for whole-day classes.		• The school alternately arranges active and quiet activities daily. The daily activity schedule caters for the developmental needs of children and covers different learning areas, so as to instil in children positive values and attitudes, and enhance their skills and knowledge. Time is set aside every day for children to take part in music, physical, art and free choice activities. • The school properly arranges afternoon naps and after-nap activities for children in whole-day classes.	

Domain II : Learning and Teaching
Area : Curriculum Planning

Performance Indicator 2.1 : Curriculum Design

Aspect 2 : Teaching Plans			
Guiding Questions			
• How does the school coordinate its curriculum? • How does the school adopt an integrated curriculum approach in the planning of learning activities? • How does the school develop teaching plans and activities? • How do the teaching plans of the school cater for children's diverse needs in learning? • *What other questions need to be considered by the school?*			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• The school has a sound mechanism for curriculum coordination to ensure that the learning activities cater for the development and needs of children. The management and teachers make concerted effort to plan the curriculum and conduct regular reviews on the arrangements of learning activities. Appropriate improvements and follow-ups are made having regard to the abilities and needs of children. • The school designs diversified theme-based activities that relate to children's life experiences and interests. These activities are well planned and purposefully implemented. They provide opportunities for children to extensively explore, instil positive values and attitudes, develop skills, and acquire knowledge. • The teaching plans are clearly presented with learning focuses, implementation procedures, as well as approaches and activities for achieving the teaching objectives.		• The school has a mechanism for curriculum coordination. Teachers regularly discuss the arrangements and effectiveness of teaching activities. • When planning the learning activities, the school adopts an integrated curriculum approach with themes. These activities provide opportunities for children to instil positive values and attitudes, and acquire skills and knowledge in different learning areas. • Teaching objectives, learning focuses and assessment of effectiveness are incorporated in the teaching plans and the design of activities. They dovetail with the interests, abilities and needs of children.	

Aspect 2 : Teaching Plans (cont'd)			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• Flexible teaching plans align with the developmental needs, abilities, different languages and cultural backgrounds, interests and experiences of children and serve to unleash their potential. Such plans also allow teachers to adjust or modify activities instantly in response to children's reactions and interests, so as to catch the best learning moments. Teachers may also make flexible arrangements and adaptation to cater for individual differences in respect of starting point or learning pace. • Teaching plans and design of activities include evaluation of effectiveness, which in turn facilitates teaching reflection and curriculum review.		• With reference to child development, the homework assigned should not be too much, too frequent or too difficult for children. For example, the school does not ask K1 children to write, K2 and K3 children to do mechanical copying or calculation drills. • The school arranges parent-child activities that are within children's abilities. Parents merely play an assisting role, e.g., accompanying children to conduct interesting and relaxing tasks or games so as to cultivate their interest in learning and hence foster parent-child relationship.	

Domain II : Learning and Teaching
Area : Curriculum Planning

Performance Indicator 2.1 : Curriculum Design

Aspect 3 : Environment and Equipment			
Guiding Questions			
- How does the school make use of its space to conduct different types of learning activities for children? - How does the school make use of teaching resources to meet children's learning needs? - How do teachers provide/set up an appropriate learning environment to facilitate the development of children in all aspects? ***What other questions need to be considered by the school?***			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
- The school flexibly uses activity areas to provide adequate space for children to conduct different activities. The setup, facilities and space arrangements cater for the height and developmental needs of children. The school carefully designs and sets up the learning environment having regard to the learning themes, and children's abilities, interests and needs. Children are able to participate in various activities happily and effectively. - The school is well-equipped with modular units or mobile furniture to facilitate the implementation of activities. It makes the optimal use of its space to display children's individual and group, two-dimensional and three-dimensional artworks. They will be updated regularly to create an interesting learning environment. - The school has an abundant supply of adequate teaching resources and is able to provide rich and diversified play-sets and materials appropriate to children's abilities, interests and developmental needs. As such, children are able to acquire hands-on experience, explore and apply what they have learnt, and develop their creativity and potential.		- Adequate space is provided in proportion to the number of children. The layout and facilities are appealing to children. Facilities are regularly used by children and they generally meet the needs of children. - The school provides sufficient teaching resources, including play-sets and materials, appropriate to children's abilities, to support curriculum implementation. The school also sets up the environment in light of the abilities, interests and needs of children. - Teachers prepare teaching materials and teaching aids and set up various interest corners that provide sufficient space for children to engage in activities and acquire different learning experiences.	

Aspect 3 : Environment and Equipment (cont'd)			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• By making use of diversified teaching materials, toys, books and so forth, teachers provide an environment that arouses children's learning interest and set up various interest corners, where playthings are properly placed to engage children in different activities, thus enriching their learning experiences. Teachers provide appropriate teaching resources flexibly and timely to enhance child learning. • The boundaries and rules are clearly defined so children are able to learn through play attentively and voluntarily. They also have enough room to interact and exchange with peers, in order to develop self-care abilities, good living habits and social skills.			

Domain II : Learning and Teaching
Area : Curriculum Planning
Performance Indicator 2.1 : Curriculum Design

Aspect 4 : Planning for Assessment of Child Learning Experiences			
Guiding Questions			
• How does the school formulate its policy on the assessment of learning experiences to support the all-round development of children? • How does the school elucidate its assessment policy and provide guidelines? • How does the school assess child learning experiences? • How does the school maintain records of each child's development? • How does the school inform parents of their children's development progress? • How does the school make good use of the assessment results of learning experiences? • *What other questions need to be considered by the school?*			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• Aiming at understanding and promoting children's learning and all-round development, the school formulates its policy on the assessment of child learning experiences with reference to the *Kindergarten Education Curriculum Guide (2017)*, Performance Indicators (Kindergartens) – Domain of Child Development, as well as other references relating to child development. • The assessment objectives are clear and specific, taking into account the principles of promoting children's all-round development and catering for their individual differences in development. The assessment methods and approaches are appropriate. The assessment items align with the curriculum goals, covering the values and attitudes, skills and knowledge of children. Formative and summative assessments are adopted. • The school clearly explains its assessment policy to stakeholders and provides teachers with clear and specific guidelines. Teachers are familiar with the objectives and criteria of the assessment policy, as well as the guidelines. Parents agreed to the assessment policy and guidelines and are willing to collaborate with the school.		• The school formulates its policy on the assessment of child learning experiences by making reference to the *Kindergarten Education Curriculum Guide (2017)*, Performance Indicators (Kindergartens) – Domain of Child Development, as well as other references relating to child development. The assessment objectives take into account the principle of promoting children's all-round development. • The principle of assessment is to make comparison between the past and the current performance of a child. Children in the same grade level are not required to attain the same standard of performance. • The school explains its assessment policy to teachers, including assessment objectives and criteria, and provides them with relevant guidelines.	

Aspect 4 : **Planning for Assessment of Child Learning Experiences (cont'd)**			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• Teachers collect and analyse data from different sources (e.g., continuous observation and records of children's daily performance, information provided by parents, children's work), to evaluate children's performance in accordance with the assessment criteria and understand children's learning profiles. Appropriate feedback, guidance and commendation are given. • The school has a comprehensive plan to develop learning portfolios for individual children and systematically maintain records of their development. Teachers effectively observe and objectively analyse children's performance to ensure that the records well reflect children's development in every aspect. When children are promoted to the higher grades, their learning portfolios are passed to the new class teacher for follow-ups. These portfolios are properly kept until children leave for the next learning key stage. • The school informs parents of the assessment results in a positive, clear and systematic manner, so that parents can better understand their children's progress and development which in turn enable them to form reasonable expectations of their children and unleash their potential. When children with special needs are identified, the school collaborates with parents and provides referral services as early as possible.		• The school assesses its children's development in various aspects through continuous observation and records. It does not assess their abilities by means of dictations, tests and examinations. The assessment covers children's values and attitudes, skills and knowledge. • The school develops learning portfolios for individual children to maintain records of their development so that teachers are able to offer feedback as appropriate. When children are promoted to the higher grades, such records are passed to the new class teacher for follow-ups. • The school regularly informs parents of the assessment results to enable them to better understanding their children's development. In case follow-ups are required, the school is able to approach parents timely.	

Domain II : Learning and Teaching
Area : Child Learning and Teaching
Performance Indicator 2.2 : Teaching and Caring

Aspect 5 : Teaching Skills

Guiding Questions

- To what extent can teachers master the mission, trends and pedagogy of kindergarten education? Can they put them into practice?
- What are teachers' attitudes towards teaching?
- What teaching methods are adopted by teachers to stimulate children's learning motivation and help them learn happily and effectively?
- Are the teaching methods adopted by teachers able to cater for individual differences in abilities and needs?
- Do teachers' explanations, instructions and demonstrations address children's needs and abilities?
- How do teachers promote interaction in their teaching?
- How do teachers handle the views, thoughts and feelings of children?
- ***What other questions need to be considered by the school?***

Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• Teachers are familiar with the trends of kindergarten education. They master the mission of kindergarten education and child development theories and can put them into practice. They possess ample knowledge and skills in teaching, regularly reflect on their own teaching and share with peers for the purpose of fostering professional competence. • Teachers show a positive and serious attitude towards teaching. Embedded with aspirations for education, they are able to reflect and self-evaluate. They value professional development, actively pursue further studies and have a strong sense of responsibility. • Teachers are approachable, friendly, patient and caring. They understand the emotions, abilities and needs of children. They establish a good relationship with children through active participation in their play, and intervene timely for the learning and development of individual children.		• Teachers possess basic knowledge and skills in teaching and take into account child development theories when designing and arranging learning activities. • Teachers show a positive attitude towards teaching. They are responsible, approachable, friendly, patient and caring. • Instead of direct teaching, teachers adopt diversified teaching approaches to tie in with the features and focuses of teaching contents, so as to stimulate children's learning motivation and interests.	

Aspect 5 : **Teaching Skills (cont'd)**			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• Teachers adopt child-centred teaching methods that align with the features and focuses of teaching contents, which include diversified teaching approaches and appropriate activities, to arouse children's interests and help them achieve learning objectives. Teachers also foster creativity and an aesthetic sense in children by encouraging them to observe, experience and imagine. • By making good use of verbal and non-verbal communication skills, teachers' explanations are lively and fluent. Their instructions and demonstrations are clear, systematic and appealing. The clarity and fluency of their speech serve as a role model for children. Teachers understand the feelings and thoughts of children. They communicate with them in a friendly and polite way, and are able to fine-tune their explanations, instructions and demonstrations in light of children's understanding and needs. • Teachers form a close bond with children by talking with them often. They ask open-ended questions to encourage children to share their experiences, views and feelings. Teachers also seize different opportunities and occasions to teach children how to communicate with others, so as to facilitate a two-way communication and interaction, and help them build up self-confidence and establish good interpersonal relationships.		• Teachers' explanations, instructions and demonstrations are clear and systematic. They understand children's feelings and thoughts and interact with them using verbal and non-verbal communication skills. They also encourage children to communicate with others. • Teachers adjust their own teaching methods according to their observation of children's responses and learning effectiveness. • Teachers respect children, listen to them patiently and respond to their views. • Teachers understand the needs of individual children. When children encounter learning difficulties, teachers give them sufficient time to solve problems on their own. They intervene timely to offer appropriate encouragement and guidance so as to help children complete their learning activities.	

Aspect 5 : Teaching Skills (cont'd)				
Evidence of Performance				
Excellent	Good	Acceptable		Unsatis-factory
• Teachers respect and accept children's views and adjust teaching practices accordingly. They encourage children to ask questions and listen to them patiently. Also, they always offer encouragement, advice and commendation to children, respect their different views and value their feelings. • Teachers always observe children's response and performance, and form reasonable expectations of them in light of their diverse needs. They apply flexible and adaptive teaching methods to help children unleash their potential. Hence, learning is adequately challenging to children without unnecessary pressure or sense of failure. • When children encounter learning difficulties, teachers give them sufficient time to solve problems on their own. They intervene timely to offer appropriate encouragement and guidance. As such, children have the confidence and eagerness to complete their activities.				

Domain II : Learning and Teaching
Area : Child Learning and Teaching
Performance Indicator 2.2 : Teaching and Caring

Aspect 6 : Classroom Management			
Guiding Questions			
• Are teachers aware of children's health condition and behavioural problems and provide them with care and guidance? • How do teachers keep classrooms and activity areas in order? • How do teachers make use of lesson time? • How do teachers help children develop good living habits and attitudes as well as the spirit of cooperation and self-discipline through routine activities? • ***What other questions need to be considered by the school?***			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• Teachers take care of children in accordance with the school's guidelines to ensure that all activities are conducted safely. Teachers always remind children to look after their health and safety. They teach them how to take care of themselves and observe safety rules, so as to help them form good living habits. • Teachers make use of teaching time properly to arrange appropriate activities for children. Transition from one activity to another is smooth. The arrangements are flexible enough to achieve the teaching objectives. • Teachers help children understand the importance of compliance with rules. They establish specific classroom rules with children's input, which are clearly displayed in the form of signs in the activity areas for children to follow. Teachers observe children's compliance with the rules, and commend them for their good behaviour. When inappropriate behaviour is noticed, guidance and follow-up actions will be given in a timely manner.		• Teachers look after children's health and safety in accordance with the school's guidelines and help children acquire relevant knowledge. • Teachers use teaching time properly to achieve teaching objectives. The daily activity schedule is not too tight. Children are not pushed to complete their work in haste so they can learn in a stress-free manner. • Teachers establish rules in classrooms and activity areas. Through routine activities, they cultivate in children self-discipline, self-care abilities as well as good hygiene and eating habits. • Teachers always pay attention to children's health condition and behavioural problems. In the event of abnormalities, teachers promptly inform the management and parents, and take appropriate follow-up actions.	

Aspect 6 : **Classroom Management (cont'd)**			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• Teachers are highly observant and sensitive to crisis. They always pay close attention to, and keep record of children's health condition and behavioural problems. In the event of abnormalities, teachers inform the management and parents, or seek professional advice and take appropriate follow-up actions in a timely manner. • Teachers cultivate in children good eating habits and table manners. They allow sufficient time for children to have snacks or lunch, and are aware of individual children's dietary needs and make arrangements accordingly. • Teachers show good manners and act with fairness. They teach by what they do and act as a good role model for children to learn good behaviour.		• Teachers act with fairness. They teach by what they do and act as a good role model for children.	

Domain II : Learning and Teaching
Area : Child Learning and Teaching
Performance Indicator 2.3 : Child Learning

Aspect 7 : Child Learning Process and Performance

Guiding Questions

- Are children interested in learning? What are their learning attitudes?
- How do children learn? Is their learning effective?
- Are children confident in learning?
- How do children share and cooperate with others when participating in learning activities?
- How do children develop their abilities in various aspects through different learning activities and games?
- How is the atmosphere of learning?
- *What other questions need to be considered by the school?*

Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• Children enjoy school life, show courtesy and have the motivation to learn. They are enthusiastic and curious. They learn happily while actively exploring. They are capable of initiating and leading activities. • When learning and playing, children are attentive, eager to participate, keen to ask questions and communicate with others. They answer teachers' questions with self-confidence and enjoy expressing views. • Children take the initiative to learn by using appropriate modes and different resources. They display independence, good living habits and self-care abilities in their everyday life. • Children are creative. They actively participate in the design of free choice activities and develop their own interests. They learn, explore and create in different interest corners, and attain a balanced development in various aspects, including the abilities to observe, analyse, reason, judge, solve problems, etc. Children are able to convey their ideas through creative activities and works.		• Children enjoy going to school and are interested in learning. They are willing to answer teachers' questions and learn happily. • Children participate in arranged activities according to teachers' directions, and are engaged in them under teachers' guidance. They have the opportunities to exchange and share their experiences, views and feelings with peers. The learning atmosphere is relaxing. • Children are willing to accept others and play with their peers. Through group games, children experience the fun of collective actions. They also show self-care abilities in their everyday life. • Under teachers' guidance, children develop their abilities through different activities and games. They learn to appreciate others' performance through interaction.	

Aspect 7 : Child Learning Process and Performance (cont'd)			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• Children have self-confidence and approve of their performance. When encountering learning difficulties, they strive hard to overcome them with persistence. During experience sharing, children listen patiently and respond properly. • Through group games, children experience the fun of collective actions, learn through interaction, and develop different abilities, team spirit and sportsmanship. • During activities, children are able to learn from one another, collaborate with and encourage one another. They appreciate and respect others' performance and make efforts to improve themselves. They also take the initiative to exchange ideas and share experiences with peers. They are able to properly express their inner feelings in their own ways. The learning atmosphere is harmonious, relaxed and pleasurable.		• Children complete free choice activities using different learning modes and resources.	

Domain II : Learning and Teaching
Area : Curriculum Evaluation
Performance Indicator 2.4 : Curriculum Review

Aspect 8 : Reflection and Feedback

Guiding Questions

- How does the school monitor the implementation of curriculum?
- How does the school make use of the curriculum review mechanism and its findings?
- How does the school review its policy and systems on the assessment of child learning experiences?
- How does the school use the assessment results of child learning experiences to inform curriculum design?
- How do teachers evaluate their teaching effectiveness and make adjustments when necessary?
- ***What other questions need to be considered by the school?***

Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• The school has a sound mechanism to monitor the implementation of curriculum (e.g., inspecting lesson preparations, observing lessons and examining children's work), and is able to give timely feedback to teachers to enhance the quality of learning and teaching. • The school has a sound mechanism for curriculum review that encourages and accepts teaching suggestions from teachers. Follow-up actions are taken in response to the review findings for refining the curriculum and teaching plans. • In reviewing the curriculum, teachers make children their prime concern and take into account the curriculum trends and development. In reviewing teaching practices, teachers are able to observe the responses and learning of children, including those with diverse needs, so as to review if the teaching methods adopted are able to cater for children's abilities, needs and interests. Adjustments are made accordingly and flexibly.		• The school has a mechanism to monitor the implementation of curriculum, which includes curriculum review records for follow-ups. • The school encourages teachers to make suggestions in response to the teaching review findings and take follow-up actions accordingly. • Teachers are able to observe the responses and learning of children, including those with diverse needs, and adjust the teaching content and methods accordingly. • The school conducts regular and summative reviews of its policy and systems on the assessment of child learning experiences.	

Aspect 8 : Reflection and Feedback (cont'd)			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• The school continuously conducts formative and summative reviews of its policy and systems on the assessment of child learning experiences, and makes adjustments and modifications in light of post-lesson reviews, feedback from teachers and parents, as well as children's performance. • Based on the assessment results of child learning experiences, the school discusses with teachers regularly to review the effectiveness of teaching. In doing so, teachers are able to grasp children's development progress in various aspects, examine the appropriateness of assessment, make necessary adjustments and inform curriculum planning, with a view to enhancing the effectiveness of learning and teaching.			

Domain III :
School Culture and Support for Children
Area : Caring and Support Services

Performance Indicator 3.1 :
Caring for and Supporting Children with Diverse Needs

Aspect 1 : Caring for Children with Special Needs

Guiding Questions
• How does the school identify children's abnormal behaviour?   • Is there any identification mechanism to enable the staff to take care of children with special needs?   • To what extent does the staff accept children with special needs?   • What strategies are adopted by the school to communicate with parents about the special needs that their children may have?   • How does the school help children with special needs integrate into school life?   • How does the school guide ordinary children and their parents to accept children with special needs?   • What training is provided by the school to enhance teachers' capability in identifying children with special needs?   • *What other questions need to be considered by the school?*

Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• Clear and systematic guidelines are provided to assist the staff in observing, reporting and documenting the abnormal behaviour of children in their routine work. • A systematic monitoring mechanism is in place to help teachers grasp the development progress of children, and evaluate and analyse their developmental needs so as to provide timely and appropriate care. • In line with the principle of education for all, the school accepts children with different special needs and provides them with a harmonious social life. • The staff understands the diverse needs of children, respects their uniqueness, and provides opportunities for them to develop healthily in accordance with their needs and abilities. • Taking into account the needs and abilities of children, the school employs appropriate teaching strategies flexibly to cater for learner diversity.		• The school observes and documents the abnormal behaviour of children in its routine work. • A mechanism is in place to identify children with special needs and inform parents accordingly. • The staff in general accepts children with special needs and are willing to offer assistance. • Appropriate measures are in place. Teachers are encouraged to participate in relevant professional training, so as to help children with special needs or those at risk of developmental delays integrate into school life.	

Aspect 1 : Caring for Children with Special Needs (cont'd)			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• Appropriate training is provided for teachers to effectively identify and strategically support children with special needs or those at risk of developmental delays. Trained teachers are deployed, with reference to school context, to provide support services, e.g., taking care of the children with special needs, or those at risk of developmental delays. They may also be coordinating school-based support strategies. • Appropriate strategies are in place for parents to realise and accept the special needs of their children. • Appropriate strategies and techniques are used to guide ordinary children and their parents to accept children with special needs, so as to create an inclusive school environment. • The school maintains close liaison with parents and relevant professional bodies to plan effective counselling work. When necessary, the school promptly provides referral services and renders support to cater for children's diverse needs in collaboration with relevant experts.		• The school approaches professional bodies when necessary to support the development of children with different special needs.	

Domain III :
School Culture and Support for Children
Area : Caring and Support Services

Performance Indicator 3.1 :
Caring for and Supporting Children with Diverse Needs

Aspect 2 : Caring and Support Services Tailored to Children's Backgrounds and Needs

Guiding Questions

- How does the school address the needs of children of different backgrounds, e.g., newly-arrived children, non-Chinese speaking (NCS) children, cross-boundary children, and children with family issues, help them adapt to and integrate into school life?
- To what extent does the staff accept children with different backgrounds and needs?
- How does the school offer support to address the needs of children of different backgrounds?
- How does the school guide other children and parents to accept children with different backgrounds and needs?
- What training or support is provided by the school to enhance teachers' capabilities in taking care of children with different backgrounds and needs?
- *What other questions need to be considered by the school?*

Evidence of Performance

Excellent	Good	Acceptable	Unsatis-factory
• The school has a clear mechanism which comprises appropriate channels for its staff to identify and document the needs of children of different backgrounds, and to accept and understand their behaviour and emotions, with the aim of facilitating their early adaptation to school life. • The school maintains close liaison with parents to enhance communication and mutual understanding. The school also provides appropriate guidance and support according to the needs of children of different backgrounds. • The staff is kind and friendly. They always take the initiative to care for and accept children of different backgrounds, thus creating an inclusive atmosphere.		• Channels are in place to encourage the staff to communicate with parents so as to understand the needs of children of different backgrounds. • The staff is friendly and in general accept and understand children of different backgrounds. • The school cares about children's school life, and prepares them well to adapt to school life. For example, it provides a realistic Chinese language environment for NCS children. The school also organises activities to provide guidance and help children understand their emotions, so as to help them integrate into school life.	

Aspect 2 : Caring and Support Services Tailored to Children's Backgrounds and Needs (cont'd)			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• Taking into account the varied abilities of children with different backgrounds and needs, the school properly adjusts the curriculum and teaching strategies to promote the growth of children. For example, it flexibly adopts teaching strategies in accordance with the different starting points and needs of NCS children in learning Chinese, and to cater for their diverse needs. • The school provides guidance and care for children with individual needs, to help them develop confidence and a sense of security. • Appropriate strategies and techniques are used to guide ordinary children and parents to accept children with different backgrounds and needs, so as to create an inclusive environment in school. • Appropriate training or support is provided for teachers to effectively support children of different backgrounds, e.g., strengthening teachers' understanding of different cultures and their professional competence in supporting NCS children in learning Chinese, so as to help those children acquire Chinese and integrate into schools. • The school optimises the use of resources from outside. For example, in collaboration with relevant experts, the school maps out appropriate strategies to support teachers in taking care of children of different backgrounds, enrich children's life experiences, and help them obtain appropriate services and support.		• The school encourages teachers to participate in training so as to take care of children of different backgrounds. • The school approaches professional bodies in a timely manner and collaborate with them so as to support the diverse needs of children.	

Domain III :
School Culture and Support for Children
Area : Caring and Support Services

Performance Indicator 3.1 :
Caring for and Supporting Children with Diverse Needs

Aspect 3 : Caring for and Supporting Newly Admitted Children			
Guiding Questions			
• How does the school help newly admitted children adapt to school life? • How does the school render support to address the needs of newly admitted children? • What training or support is provided by the school to help teachers learn how to take care of newly admitted children? • How does the school inform parents regarding the adaptation of their newly admitted children? • *What other questions need to be considered by the school?*			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• The school cares about the adaptation of the newly admitted children in school. Appropriate measures such as manpower deployment, use of resources, and diversified activities are in place to systematically help children adapt to the new learning environment. • The staff is kind and friendly. Teachers always take the initiative to talk to newly admitted children and continuously observe their emotions in order to know how they are doing in school and help them integrate into school life as soon as possible. • Appropriate training or support is provided for teachers to render support to newly admitted children and their parents in relation to their emotions and adaptation. • The school communicates with parents effectively, informing them the adaptation of their newly admitted children and supporting them in helping their children adapt to the changes in everyday life as quickly as possible. • The school collects parents' views on the adaptation arrangements for newly admitted children. It also gives feedback and takes follow-up actions accordingly.		• The school helps newly admitted children adapt to the environment and stabilises their emotions. • The staff is friendly and in general capable of helping newly admitted children adapt to school life. • The school prepares well for newly admitted children, and is willing to support parents in helping their children adapt to school life. • The school informs parents the adaptation of their newly admitted children.	

Domain III :
School Culture and Support for Children
Area : Caring and Support Services

Performance Indicator 3.1 :
Caring for and Supporting Children with Diverse Needs

Aspect 4 : Caring for and Supporting Children Transiting to Primary One

Guiding Questions

- How does the school help children prepare for primary school life?
- How does the school support parents in preparing their children to transit to primary school?
- How does the school liaise with primary schools in the district to prepare children for primary school life?
- How does the school optimise the use of community resources to prepare children for primary school life?
- *What other questions need to be considered by the school?*

Evidence of Performance

Excellent	Good	Acceptable	Unsatis-factory
• Appropriate measures are in place to help children learn about primary school life. Various activities are conducted to enable parents and children to have a better understanding of primary school life. • The school is concerned about the weariness of children upon leaving, and thus prepares them well psychologically for starting their primary school life. • The school provides parents with appropriate support, such as arranging visits to primary schools in the district, providing relevant information. It encourages them to find their children a suitable primary school in light of their needs and abilities and help them transit to primary school life smoothly. • The school maintains close liaison with primary schools to gather information on how well its graduates adapt to primary school life, so as to refine its measures on transition to primary school. • The school optimises the use of community resources to provide parents with sufficient information so that they are able to provide appropriate care and guidance to their children before proceeding to the Primary One.		• Activities are conducted to let children know about primary school life. The school will not impose primary curriculum at kindergarten stage. • The school provides parents with information on primary schools in the district. • The school maintains liaison with primary schools in the district so as to help parents find a suitable school for their children.	

Domain III :
School Culture and Support for Children
Area : Caring and Support Services
Performance Indicator 3.2 : School Ethos

Aspect 5 : School Ethos and Interpersonal Relationships among Stakeholders			

Guiding Questions			

- What are the relationships amongst stakeholders of the school?
- What are the attitudes of the staff and parents towards the school vision and mission?
- What are the relationships between the staff, children, parents and the school?
- How does the school create an atmosphere that is favourable to its mission?
- *What other questions need to be considered by the school?*

Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• The school strategically creates a caring culture that instils positive values in children and cultivates in them enthusiasm towards life. • The staff upholds the school vision and mission, and show their support by active participation in activities organised by the school. They work together to create and maintain a harmonious school atmosphere. • The school values teamwork. The staff maintains an amicable relationship by trusting, respecting and accepting one another. They display team spirit and have a strong sense of belonging to the school. • The staff and children love and respect one another. They have a harmonious relationship. Teachers are amiable. They understand and accept children's emotions, patiently listen to them. Encouragement and care are often offered appropriately. Children follow teachers' good examples and share feelings with them. • Children enjoy going to school. They get along well with one another, and are willing to love and help one another. They actively participate in school life and have a strong sense of belonging to the school. • Parents fully understand and consent to the school mission. They appreciate its culture, and show their support by actions.		• The school maintains a working relationship amongst the staff. They discharge their duties while respecting and co-operating with one another. They are quite satisfied with the working environment. • There is a harmonious relationship between the staff and children. The staff is friendly and cares about children's needs. Children respect the staff and are willing to participate in activities with them. • Children enjoy going to school. They get along well and cooperate with one another. They are willing to participate in activities. • The staff and parents consent to the school mission. Parents are satisfied with the performance of the school.	

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Domain III :
School Culture and Support for Children
Area : School Partners

Performance Indicator 3.3 : Home-school Liaison

Aspect 6 : Home-school Communication			
Guiding Questions			
• How does the school encourage home-school communication and parents' expression of views? • What are the channels for home-school communication? • How does the school collect and follow up parents' views? • ***What other questions need to be considered by the school?***			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• Taking into account the circumstances of different families, the school establishes various channels to closely communicate with parents so that both parents and teachers know about children's performance in a timely manner. • The school encourages parents to communicate with it through different appropriate channels. Together, they discuss the ways to facilitate the growth and development of children. • The school and parents respect and support one another. They adopt a positive approach and appropriate guidance techniques in fostering the development of children. • The school continuously collects parents' views by various means. An effective mechanism with clear guidelines is in place for the staff to systematically handle and follow up parents' views. The school also incorporates them into school development plans.		• The school establishes different channels to communicate with parents so that parents regularly know their children's performance in school. Parents' views are also gathered through the channels. • The school is willing to collaborate with parents in order to know more about children's everyday life. • The school is willing to listen to parents' views, and give feedback or take follow-up actions in response to their enquiries. • The school utilises resources to strengthen the communication and collaboration between the school and parents of children with diverse backgrounds and needs.	

Domain III :
School Culture and Support for Children
Area : School Partners

Performance Indicator 3.3 : Home-school Liaison

Aspect 7 : **Home-school Cooperation**

Guiding Questions

- How does the school encourage parents to participate in its activities?
- How does the school organise home-school cooperation activities in order to address the needs of both children and parents?
- How do parents participate in school matters and help promote school activities?
- What parent education activities are provided by the school to address parents' needs in child-rearing?
- How does the school encourage and help parents set up a support network for promoting home-school cooperation?
- How does the school establish a partnership with parents?
- *What other questions need to be considered by the school?*

Evidence of Performance

Excellent	Good	Acceptable	Unsatis-factory
• The school attaches great importance to home-school cooperation. It strategically encourages parents to take part in home-school cooperation activities. Parents actively participate in such activities. • Capitalising on the expertise and talents of parents, the school pools their efforts to facilitate the implementation of activities. Taking into account the school context, the school builds up a home-school cooperation network, and encourages parents' participation in the planning and development of home-school cooperation activities. • The school values parent education. It organises diversified activities to help parents better understand its vision and education objectives as well as the patterns and characteristics of child development, so as to enhance their competence in parenting. • The school helps parents establish a support network, through which they share insights about child-rearing and support one another. • Parents trust and support the school. They put forward recommendations proactively for school development. • The school regards parents as partners. It accepts parents' views and seeks to reach a consensus, with the aim of joining hands to promote kindergarten education.		• The school arranges home-school cooperation activities. Parents are willing to participate in such activities. • Appropriate measures are in place to promote parents' participation in school activities. • The school invites parents to help implement activities having regard to their expertise. • The school is willing to collaborate with parents and conduct parent education activities to let parents know about the developmental needs of children, so as to promote healthy growth and learning of children.	

Domain III :
School Culture and Support for Children
Area : School Partners

Performance Indicator 3.4 : External Liaison

Aspect 8 : Liaison with External Organisations			
Guiding Questions			
• How does the school maintain liaison with external organisations? • How does the school optimise the use of community resources? • ***What other questions need to be considered by the school?***			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatis-factory
• The school reviews and retains community information systematically and establishes procedures and guidelines on the use of community resources for teachers' easy reference. As such, teachers will flexibly use such resources in taking the activities forward. • The school maintains liaison and collaborates closely with external organisations to organise a diverse range of learning and life experience activities, with a view to broadening children's horizons and promote their whole-person development. • In light of its developmental needs, the school optimises the use of community resources to support various services and foster its sustainable development.		• The school maintains a list of organisations that provide support services for reference. • The school maintains liaison with external organisations and makes use of community resources to support the implementation of various activities.	

Domain IV : Child Development

Developmental Characteristics and Evidence of Performance

a. Be interested in the surrounding environment and things, and perceive and discover the diversity of things in life
- Children are able to use their senses to perceive things around them and discover the diversity of things in life. They are also interested in shapes, colours and numerical signs.
- Children are able to see the significance of mathematics in daily life, e.g., the display panels in lifts, route numbers of public transport, telephone numbers, and street numbers.

b. Recognise basic shapes, be able to distinguish between big and small, and have initial concept of one-to-one correspondence
- Children are able to use mathematical expressions, including shapes and sizes, to describe things they see in everyday life.
- Children are able to put identical objects (up to 5) together using one-to-one matching.
- Children are able to compare the quantity of two groups of objects using one-to-one matching.

c. Able to count objects and name the quantity within 5, and sort or match objects according to their colours, shapes, sizes, etc.
- Children are able to count and recognise the numbers from 1 to 5, and count up to 5 objects by uttering the numbers and pointing at the objects simultaneously.
- Children are able to match or sort objects with the same feature (e.g., colours, shapes, sizes) from a collection of objects.
- Children are able to identify the similarities and major differences amongst objects of the same category.
- Children are able to compose by putting together different two-dimensional shapes or three-dimensional objects and describe what they have composed.

d. Able to understand concepts such as time, space, length, volume, etc. through everyday life
- Children are able to tell the sequence of events.
- Children understand the meaning of and the relation between space and position. They are able to differentiate the position of "above", "below"; "in front of" and "behind", etc. and put an object in the correct position accordingly.
- Children grasp the concepts of "tall" and "short", "long" and "short", "wide" and "narrow", "thick" and "thin", "light" and "heavy", etc. by taking measurement with different tools, such as palms, building blocks, books, scales.
- Children are able to differentiate between "full" and "empty", etc. through manipulating containers in water play.

Developmental Characteristics and Evidence of Performance

e. Able to count objects and name the quantity within 10, and sort, compare, arrange, put things in sequence, etc.
   - Children are able to count and recognise the numbers within 10, and count up to 10 objects.
   - Children are able to compare the quantity of two groups of objects (not more than 10 objects in total) by counting, regardless of the space arrangement and position in which the objects are put.
   - Children are able to make different combinations of 10 through manipulation or other methods.
   - Children are able to compare objects, and sequence them according to their patterns, heights, sizes, etc.
   - Children are able to sort things by two characteristics, such as colours, sizes or shapes.

f. Able to judge, reason and analyse based on acquired concepts or prior experiences, and organise and present exploration and investigation findings in various forms
   - While being engaged in activities and real life situations, children are able to understand the interrelationships (e.g., similarities, differences, changes and cause and effect) between different things through observation, comparison, differentiation and reasoning.
   - Children are able to apply prior knowledge and concepts (e.g., counting, differences in quantity, sorting, grouping) to organise and present the results of their exploration and investigation in the forms of oral expression, numbers, images, etc.

g. Able to apply prior knowledge, such as the concepts of counting, numeracy, quantity, calculation, measurement, shapes, space, etc. to solve practical problems in everyday life
   - Children are able to apply their knowledge in counting, numbers, quantity and numeracy in everyday life, e.g., telephone numbers, number of items purchased, number of items in a collection, buying and selling.
   - Children are able to describe or solve practical problems of everyday life by means of comparing, sorting, matching, sequencing, etc. while using appropriate mathematical vocabulary.
   - Children grasp the concepts of addition and subtraction up to 10 and apply them in games and everyday life.

Cognitive Development	4.1 Thinking Ability	4.1.2 Problem-solving and Exploration

Developmental Characteristics and Evidence of Performance

a. **Curious about the surroundings and natural phenomena, able to explore and learn about the world using different senses, and willing to try new things and raise questions**
- Children are curious. They explore the surrounding environment and things, e.g., rain drops, leaves, sand and gravel, through the senses of sight, hearing, smell, touch, etc. They also use their senses to perceive new things.
- Children are able to observe interesting things in detail and find out their distinctive features.
- Children ask questions like "what is it?", "who is that?", etc.

b. **Be interested in science learning and observe the changes in matters seen in everyday life**
- Children are curious about new things and willing to manipulate and study them.
- Children are interested in the changes in matters seen in everyday life, e.g., to observe the floating and sinking objects in water.
- Children are eager to play games at different interest corners. They look for answers by manipulation and exploration.

c. **Able to learn about the characteristics of things from multiple perspectives, follow procedures, and construct knowledge about things and patterns in nature in daily life**
- Children use their senses to identify the characteristics of things from multiple perspectives, and compare or sort them according to such characteristics.
- Based on their prior experiences, children are able to sequence things correctly or predict the order of actions happening, e.g., getting toys → playing with toys → putting toys back.
- Children are able to construct knowledge about things and patterns in nature in daily life, such as seasonal changes, the relationship between climate and people's life.

d. **Able to observe the cause and effect in activities and present their observations briefly**
- Apart from "What" questions, children are capable of asking "Why" questions.
- During manipulation and exploration, children ask questions or express views, pay attention to the cause and effect and keep simple records or give oral presentations briefly.

Cognitive Development	4.1 Thinking Ability	4.1.2 Problem-solving and Exploration

Developmental Characteristics and Evidence of Performance

e. Willing to explore in learning activities, able to work out simple plans to look into the matters and construct knowledge, and make brief records and assessment
   - Children are active to explore. They are able to work out simple plans (e.g., materials and methods to be used) to study and construct knowledge in order to solve problems or seek answers.
   - Through simple scientific hands-on activities, children are able to observe and compare things or phenomena from multiple perspectives. Based on the findings, they are able to raise questions, make predictions and trial runs, discover and describe the changes and record them.
   - Children have an interest in exploration. When engaging in learning activities, they are able to observe meticulously, identify the characteristics of objects and materials, and compare and analyse things from multiple perspectives.
   - Children are able to experiment using different tools or methods, or search for information using information technology tools under the supports of adults. They are always ready to make new attempts.

f. Have an inquisitive mind, able to make analysis using prior knowledge, and attempt to solve problems in different ways
   - When encountering problems in everyday life, children are able to come up with different solutions. They will also reflect on their own practice under the guidance of adults.
   - Children are responsive to changes. They are able to express their views and handle matters in accordance with the circumstances, time, people, etc.
   - Children are able to make use of prior knowledge and experiences to judge, reason and analyse systematically and purposefully so as to find solutions for problems.
   - With an inquisitive mind, children are keen to ask questions and make suggestions about new things.

g. Have the zeal and curiosity to explore the nature and science, able to understand the relationship between people's life and the natural environment, and solve problems in daily life using creativity and imagination
   - Children love the nature. They are curious and interested in astronomical phenomena, seasonal changes, the ecology of animals and plants, etc.
   - Through exploration, children learn how human activities affect other living things and the environment, and understand the relationship between humans and the nature.
   - Children have rich imagination and are strong in making associations. They are able to clearly present unique ideas using words or images. They have an interest in technology products and able to solve problems in daily life with creativity.

Developmental Characteristics and Evidence of Performance

a. Sensitive to sounds, able to distinguish different sounds and try all means to show their intention to communicate with others
- Children respond immediately when someone speaks or when they hear sounds from the surroundings.
- Children are good at distinguishing sounds of different people or objects.
- Children show their intention to communicate with others in different settings through words, gestures, facial expressions and by imitation.

b. Able to understand the meaning of sounds and respond with corresponding gestures, listen to simple stories attentively and be aware of the speech of strangers
- Children listen attentively to people they are and are not familiar with.
- Children understand everyday conversations, grasp the meaning or instructions, and respond with relevant gestures or appropriate actions.
- Children realise it when someone is talking to them. They will shift their attention from what they are doing to the speaker.
- Children enjoy listening to stories and begin to understand the story plots.

c. Able to listen attentively, maintain eye contact, understand the content and respond to questions
- When listening to people, children are able to maintain eye contact and respond by nodding, smiling, uttering simple words, etc. They can also give relevant response to simple questions.
- Children pay attention and listen quietly when people are talking. For example, they pay close attention to teachers' introduction of various activities. They are able to comprehend and understand the content, for instance, make appropriate reactions that involve two or more instructions.

Developmental Characteristics and Evidence of Performance

d. **Able to understand instructions, comprehend more complicated sentences and respond accordingly**
  - Children are able to understand speech and instructions, comprehend more complicated sentences that include time, places, people, etc., and respond with appropriate gestures or replies.
  - Children know how to play games with verbal instructions, such as "Teacher Says", "Red Light, Green Light".
  - When engaging in group activities, children are able to sit quietly and listen attentively to what teachers or others say.

e. **Able to listen attentively to stories and other types of articles, stay focused, comprehend the content, and respond to higher-order thinking questions**
  - Children are able to listen to stories quietly and attentively for a certain period of time, and show understanding by giving responses and answering questions appropriately.
  - Children are able to listen quietly and attentively to different types of articles, e.g., news reports, informative presentation, for an extended period of time. They can also respond to hypothetical questions as well as those that involve cause and effect and reasoning.

f. **Have a good habit of listening, be able to listen politely without interrupting others**
  - Children listen to others with a positive attitude, e.g., paying attention and listening quietly, and remain composed without unnecessary interruptions.
  - Children are able to listen attentively while doing simple actions for a short period of time, e.g., stamping, clapping.

g. **Able to discern changes in tone of voice and understand their meanings**
  - When listening to others, children are able to understand not only the literal meanings of the speech but also perceive the changes in tone of voice in context and respond appropriately.
  - Children respond appropriately when listening to humour and stories presented in a comical manner.

Cognitive Development	**4.2** **Language Ability**	**4.2.2 Speaking Ability**

Developmental Characteristics and Evidence of Performance

a. Able to name objects that are often used in everyday life
- Children are able to identify and name objects clearly that are often used in everyday life, e.g., "cup", "towel".

b. Able to pronounce clearly, use simple social expressions, and read aloud nursery rhymes after teachers
- Children are able to make themselves clear when they speak.
- Children are able to use simple social expressions, e.g., "Good morning", to communicate with others.
- Children read aloud nursery rhymes spontaneously after teachers with corresponding actions that are comprehensible to others.

c. Have basic speaking skills; able to utter words used in everyday life, repeat simple phrases and sentences, use common vocabulary to express feelings and thoughts, and speak in good manners
- Children are able to name persons, animals and plants they know in a natural and appropriate tone of voice.
- Children are able to express their thoughts and ideas verbally with appropriate facial expressions (smiling, frowning…) and simple gestures (clapping, nodding…).
- Children are able to repeat simple phrases and sentences such as "I like games," and understand questions.
- Children are able to maintain conversations with others with eye contact.
- Children respect others by holding off questioning until they have finished talking. They show understanding by nodding and smiling.

d. Able to speak with confidence, and describe the characteristics of objects and everyday experiences verbally
- Children are able to express ideas verbally. They can correctly and concisely describe the characteristics of an object, e.g., "The ball is round."
- Children speak confidently. They are able to describe their own experiences clearly.

Cognitive Development

4.2 Language Ability

4.2.2 Speaking Ability

Developmental Characteristics and Evidence of Performance

e. Able to control own pitch, volume and pace when speaking, systematically recount simple events or stories using various vocabulary, and read aloud nursery rhymes with an appropriate rhythm
- When expressing thoughts and ideas, children are able to adjust their own volume, pitch and pace having regard to the occasions.
- Children speak with different nouns, adjectives, conjunctions, etc.
- Children are able to recount simple events, simple stories or others' experiences in an orderly, coherent and clear manner.
- Children enjoy reading aloud nursery rhymes with adults, especially those with strong rhythms. They are also aware of repeated phrases and ending rhymes.

f. Able to adopt a natural tone of voice and an appropriate manner when communicating, expressing feelings and views, asking questions, engaging in discussions, etc.
- Children use language to express feelings and views, engage in discussions, share different thoughts, etc.
- Children speak with appropriate tone of voice and pace. They act spontaneously and are friendly when communicating with others.
- Children are able to adjust their own tone of voice and language with regard to social contexts, e.g., use a comforting tone of voice when someone is in distress.

g. Willing to take the initiative to communicate with others, actively participate in discussions and express views and thoughts; and able to construct simple sentences with phrases learnt to convey new ideas
- Children are willing to take the initiative to talk to others on topics they find interesting, and to raise questions and express views.
- Children are able to construct simple but complete sentences with phrases learnt to express new ideas.
- Children are communicative. They like talking to others and actively express views. They can also express their thoughts clearly when answering questions.

Developmental Characteristics and Evidence of Performance

a. Be aware that pictures or simple signs seen in everyday life possess meanings, and enjoy reading with adults
 - Children are aware of the symbols, signs and pictures seen in everyday life and work out their meanings through life experiences.
 - Children enjoy reading with adults or friends and find it pleasurable.

b. Able to hold a book and turn pages correctly and handle books with care
 - Children are able to hold a book correctly without turning it upside down and can read page by page.
 - Children are able to keep books clean and intact and put them back properly after reading.

c. Enjoy reading books of their own choice; be able to understand the relationship between text and illustrations in story books; recognise familiar words; and be interested in reading
 - Children know that illustrations and text in a book are related. They are able to make associations with books or simple signs, and they can understand the meaning conveyed.
 - Children take the initiative to read quietly and attentively at book corners. They recognise words and phrases learnt before and understand the content through illustrations or text.
 - Children are able to recognise and read their names.

d. Follow the conventional form of text to read
 - Children understand the characteristics of "one syllable per character" in Chinese.
 - Children know that in Chinese, it is usually read from left to right and top to bottom.
 - Children realise that there are other written languages in the world besides Chinese.

Developmental Characteristics and Evidence of Performance

e. Understand the elements of a story and use the language pattern in the stories to retell the story in correct sequence
- Children are able to identify the book title, author, translator, etc. from a book cover.
- Children understand the elements of a story, e.g., characters, time, place, context, ending, and tell the story after reading.
- Children are able to predict the sequence of events with reference to the illustrations and tell a story verbally.

f. Able to focus on reading, express own thoughts after reading, and make predictions and create an ending based on the illustrations and story plot
- Children are able to predict, rewrite or create the story plot or an ending.
- After reading, children are able to relate what they have read to their life experiences and express their thoughts and feelings.

g. Form a reading habit, like reading different genres, and able to find answers or solutions from text
- Children have formed a reading habit. They read of their own accord and enjoy reading different genres.
- When having questions, children are able to find answers or solutions from different genres, e.g., user manuals of toys, books.

Developmental Characteristics and Evidence of Performance

a. **Enjoy manipulating writing tools, scribble freely**
  - Children enjoy using different things at hand for scribbling.
  - Children enjoy using writing tools for scribbling on paper.

b. **Able to control the pen shaft, simulate drawing simple lines, and use dots and lines to express themselves**
  - Children try using different writing tools, e.g., coloured pencils, felt-tip pens, watercolours. They are able to control the pen shaft to simulate drawing dots and lines and express themselves.

c. **Able to express ideas or make records using pictures and symbols, and tell and share with others what they have drawn and jotted**
  - Children are able to give an account of the things that they find interesting or experienced using simple pictures, symbols, etc. They are also willing to communicate and share with others.

d. **Able to grasp the concept of character pattern, be willing to try writing or creating characters**
  - Children enjoy practising or imitating writing. They also try creating symbols and characters.
  - Children are able to grasp the concept of character pattern, and write the word by components.

e. **Able to write with proper posture and way of grasping a pen**
  - Children are able to write with proper posture (sit upright with the head slightly inclined forward, one hand holding the pencil and the other pressing the paper and desk) while grasping a pencil correctly.

f. **Understand the structure of character pattern and enjoy writing words that relate to everyday life**
  - Children show understanding on the structure of character pattern.
  - Children are interested in writing and imitating simple words.

g. **Able to write simple characters in the correct stroke order and have an initial understanding of radicals, willing to try expressing thoughts through writing**
  - Children are able to write in the correct stroke order. They have certain command of language and willing to express ideas in writing.
  - Children understand some common radicals such as "人", "口", "日".
  - Children are able to write their names correctly.

Physical Development	4.3 Physical Movements	4.3.1 Coordination of Gross Motor Skills

Developmental Characteristics and Evidence of Performance

a. **Able to move naturally by controlling body movements and coordinating various body parts, and master gross motor skills**
- Children can control body movements while coordinating various body parts, e.g., walking, getting things.
- Children are able to master gross motor skills, such as walking freely, dragging and pushing objects, walking up stairs with two feet per step while holding handrails, throwing a chest-high ball with both hands.

b. **Able to balance the body and to properly control bigger and more complicated movements while observing safety rules**
- Children are able to properly control their movements, e.g., standing on front feet or one leg for a while, walking up and down stairs with two feet per step, walking on a line or following footsteps, jumping over obstacles with both feet.
- Children are able to move freely by balancing their body in different environments, such as on a slope or an uneven ground surface.
- Children are able to observe safety rules of activities.

c. **Able to use different sports equipment to demonstrate basic physical skills, willing to participate in physical games and are energetic in activities**
- Children are able to make use of different sports equipment to demonstrate basic physical skills, e.g., going up a slide or climbing frame freely, and pedalling forward and manipulating with hands on a bicycle.
- Children are willing to participate in physical games. They are engaged and full of energy.

d. **Grasp the concept of space for limb movements and move according to instructions, e.g., stretching, curling, moving forward, backward, upward and downward; able to compromise with partners over the use of space to ensure safety**
- Children are able to grasp the concept of space for limb movements and move according to adults' instructions, such as stretching limbs, curling the body, stepping forward, jumping up a small step, leaping forward.
- When participating in activities, children are able to avoid being bumped, protect themselves and respect the space of others.
- In cooperative play, children are able to coordinate their movements, display agility and move smoothly.

Physical Development	4.3 Physical Movements	4.3.1 Coordination of Gross Motor Skills

Developmental Characteristics and Evidence of Performance

e. **Able to coordinate the movements of various body parts and show self-confidence, concentration and enthusiasm when participating in activities**

- Children can coordinate the movements of various body parts with agility. For example, they can walk up and down stairs with alternate foot per step without holding the handrail, balance their body on a balancing beam by coordinating the movements of legs and arms, jump and climb with the coordinated use of arms and legs.
- Children understand the rules of games and activities and are interested in such games and activities.
- Children stay focused and show concentration, enthusiasm and self-confidence when playing games.

f. **Able to control the strength, direction, speed and so forth of movements; be safety-conscious when engaging in activities; able to adjust, review and improve in repeated gross motor movements**

- When engaging in gross motor activities, children are able to control the strength, direction, speed and so forth of their movements, e.g., control of the speed of running and the force of bouncing a ball.
- Children are conscious of their own and others' safety when engaging in activities. They respond appropriately in times of danger. For example, they will adjust their speed or direction of their movement to avoid obstacles.
- Children sometimes evaluate their own performance, modify and practise repeatedly for improvement.

g. **Able to nimbly coordinate and control gross motor movements to perform imaginative postures and movements**

- Children can coordinate and control gross motor movements freely. For example, they can walk, run, jump, climb, throw or catch with agility; continuously perform tasks such as bouncing a ball or hopping on alternate foot; and repeat, connect and adjust simple movements.
- Children are able to create new postures and movements alone or with others during gross motor activities.

Physical Development	4.3 Physical Movements	4.3.2 Coordination of Fine Motor Skills

Developmental Characteristics and Evidence of Performance

a. Able to spontaneously control the actions of grabbing and clutching with hands, and master basic eye-hand coordination skills

- Children can control the movements of their hands freely, e.g., holding a spoon, getting a cup, picking up an object, kneading playdough.
- Children can perform actions that require basic eye-hand coordination, e.g., piling up several large blocks with both hands, picking up a rope end, threading a string through big beads, turn pages of a thick book.

b. Able to control fingers, wrists and palms, with more apparent development of eye-hand coordination

- Children are able to control fingers, wrists and palms, e.g., kneading, pressing, pounding and squeezing playdough.
- The development of children's eye-hand coordination is becoming more apparent, e.g., piling up blocks of different sizes, threading a piece of string through a stitch board, picking up small objects.
- Children can adeptly scoop small things such as macaroni, beads with a spoon.

c. Able to control and manipulate tools and objects safely

- Children are able to carefully manipulate "tools" such as small knives, small forks, tongs, cookie cutters when playing with playdough or dough, and ensure their own and playmates' safety at the same time.
- Children are able to use scissors to cut paper strips safely.

d. Getting more skilful in eye-hand coordination and the coordination of both hands

- Children are able to perform tasks which require delicate coordination of the hands, e.g., cutting along a straight line with a pair of scissors, folding a piece of paper in half, affixing labels on patterns.
- Children can use both hands to put together toys and objects that are rather tight-fitting and small, such as jigsaw puzzles, small blocks, pen caps.

Physical Development	4.3 Physical Movements	4.3.2 Coordination of Fine Motor Skills

Developmental Characteristics and Evidence of Performance

e. Able to coordinate gross and fine motors
- Children are able to coordinate their gross and fine motors on their own, e.g., getting dressed and fastening buttons.
- Children can make creations by integrating delicate actions such as grabbing, clutching, twisting, rubbing, pinching.

f. Become more skilful in controlling fingers, wrists and palms; and able to master delicate fine motor skills and eye-hand coordination to easily perform actions such as kneading, tearing, cutting, pressing, picking things up using tongs
- Children show better control of their fingers, wrists and palms, e.g., cutting along a straight line precisely, kneading a piece of dough skilfully, tearing up paper, using a paper punch, picking up tiny beans using tongs.
- Children are able to pour water steadily without spilling.
- Children are able to use chopsticks to move things around like small sponges, small blocks, etc.

g. Master eye-hand coordination to perform delicate actions, demonstrate good coordination of gross and fine motors, and dexterously carry out activities that require an integration of skills
- Children can skilfully coordinate forearms, wrists and fingers. They show a more mature use of their thumb, index and middle fingers when using chopsticks and tying shoelaces.
- Children have good eye-hand coordination and can create models using different materials, such as paper clay, pottery clay.
- Children are able to perform delicate actions involving fine motor skills and have precise eye-hand coordination. For example, they can draw straight lines with a ruler, cut out different shapes with a pair of scissors.

| Physical Development | 4.4 Health Habits | 4.4.1 Personal Hygiene and Self-care Abilities |

Developmental Characteristics and Evidence of Performance

a. **Able to wash and wipe hands, wipe the mouth, drink with a cup and try to eat with a spoon with adults' guidance or assistance**
- With adults' guidance or assistance, children are able to wash their hands and wipe them with tissue paper or a handkerchief before eating. They attempt to eat with a spoon and drink with a cup held by both hands. They wipe their mouth on their own after eating.

b. **Able to dress and undress, and put on or take off shoes and socks with adults' guidance or assistance**
- With adults' guidance or assistance, children are able to put on or take off their jackets and attempt to put on or take off their shoes and socks.

c. **Be aware of personal hygiene, e.g., washing hands, wiping the mouth and nose, and have a basic knowledge of hygiene and safety**
- Children are able to clean up themselves. They turn on and off a tap to wash their hands and wipe them with tissue paper or a handkerchief. When necessary, they use a handkerchief to wipe their mouth or use tissue paper to clean their runny nose.
- Children are aware of the need and also manage to take care of themselves by observing personal hygiene in everyday life. For example, they wipe sweat and drink more water after physical activities.
- With adults' reminders, children are conscious of their own safety and do not do anything dangerous.

d. **Be aware of and observe personal hygiene in everyday life, and understand that certain personal items should not be shared with others**
- Children are able to clean themselves after going to toilet and blow their runny nose with tissue paper.
- Children know how to keep themselves neat and clean. They comb their hair on their own and keep their clothes clean by putting on an apron when carrying out art and craft activities.
- Children understand that certain personal items, e.g., toothbrushes, towels, face masks, should not be shared with others.

Physical Development	4.4 Health Habits	4.4.1 Personal Hygiene and Self-care Abilities

Developmental Characteristics and Evidence of Performance

e. Able to take care of themselves in everyday life and have a basic knowledge of table manners
- Children pour themselves water when thirsty.
- Children are able to get food on their own or assist teachers in distributing refreshments.
- Children are able to tidy up their personal belongings and clothes, keep their clothes clean, and put on and take off shoes and socks on their own.
- Children are able to use different kinds of tableware properly and have appropriate table manners when eating. They neither gobble their food nor talk while having food in the mouth.

f. Understand how to stay healthy and protect themselves
- Children understand the importance of health and know how to stay healthy, e.g., taking off or putting on clothes on their own when the weather changes.
- Children know how to protect their body parts, e.g., staying away from or covering their ears in a noisy environment, avoiding prolonged use of electronic devices. They also know how to seek help when necessary.
- Children have good eating habits in their everyday life, e.g., are not picky with food, have meals at regular time, avoid overeating and too much sugary food.

g. Have good and healthy living habits and demonstrate a significant degree of self-care abilities
- Children have good hygiene habits, e.g., having developed the habit of washing hands before eating and after going to the toilet, taking a bath and changing clothes every day.
- Children demonstrate a significant degree of self-care abilities in everyday life, e.g., eating, changing clothes, washing the face, combing the hair, tidying things up without the help of others.
- Children maintain correct posture when standing, sitting and walking.
- Children know how to eat healthily and are able to choose healthy food and drinks.
- Children have good living habits, e.g., having a balanced diet, keeping early hours and exercising more.

4.5 Affective Development

4.5.1 Self-image

Developmental Characteristics and Evidence of Performance

a. **Able to identify personal belongings, and have a basic knowledge of their gender and body parts**
    - Children are able to identify and keep an eye on their personal belongings, such as their own shoes, schoolbags.
    - Children begin to be aware of their body. They recognise the physical characteristics of male and female, and are able to tell and accept whether they are a boy or a girl.
    - Under adults' guidance, children learn about their body. They can name various body parts, tell their functions and take care of their body.

b. **Aware of their likes and dislikes, and able to express their wishes, needs and feelings**
    - With adults' assistance, children are willing to try doing things that are manageable.
    - Children can express their likes and dislikes about people, things, situations, etc. in their daily life through words or actions. For example, they would say "I like eating cakes" or show their favourites through their behaviour.
    - When engaging in activities, children are pleased with their own abilities, and able to express feelings, needs and thoughts.
    - Children play games in the way they wish, e.g., choosing activities or toys that they like.

c. **Aware of their gender, abilities and strengths, and able to accept their limitations**
    - Children recognise some of their strengths and appreciate their abilities. They have a sense of satisfaction.
    - Children are satisfied with their work, good behaviour or accomplishment in activities. They feel a sense of achievement.
    - Children accept the views of teachers or peers and realise that their thoughts and feelings may be different from those of others.
    - Children approve of themselves and are aware of their strengths and limitations.
    - When playing games and engaging in activities, children display confidence and enthusiasm.

Developmental Characteristics and Evidence of Performance

d. Have confidence to complete activities independently, and be ready to take on challenging tasks with perseverance
   - Children are able to do their own things and willing to learn new things.
   - Children display independence and confidence in completing activities.
   - When engaging in learning or other activities, children often remain motivated without being reminded by adults or peers. For example, they will not give up their drawing for playing with toys, but will persist and finish the work.
   - Children are prepared to take on challenging tasks or activities and follow them through.

e. Able to appreciate themselves and have confidence to make new attempts
   - Children are willing to make new attempts. They take the initiative to express their feelings and views with self-confidence.
   - Children appreciate their strengths and recognise their limitations. They initiate activities or come up with ideas or solutions in activities, and take pride in what they have accomplished.

f. Able to maintain an interest, motivation and eagerness in learning, overcome setbacks and have the endurance to try
   - When encountering difficulties in activities, children seek to work out solutions instead of giving up easily.
   - After doing good deeds or achieving success, children express their interest in making other new attempts.

g. Recognise own values, approve of oneself, and have a healthy self-image
   - When having a different view from others, children are able to assert themselves with justifications.
   - Children realise and accept their individuality. They also assert their own values by saying, e.g., "I am a useful person", and "I am able to help others".
   - Children's behaviour shows that they are considerate towards others' feelings.
   - Children are able to take challenges positively and determinedly, display good ability in making judgement, and properly express their views on issues and other people.

Affective and Social Development	4.5 Affective Development	4.5.2 Self-management and Expression of Feelings

Developmental Characteristics and Evidence of Performance

a. **Able to adapt to new things happily with the assistance of adults**
  - Children pay attention to their surroundings. They are willing to make new attempts with the assistance of adults and find it enjoyable.
  - Children's emotions are comparatively stable. They can cope with stress from separation or overcome fear. They seldom throw a tantrum because of trivial matters.

b. **Able to play on their own without the company of adults, and be interested in and aware of things beyond the family**
  - Children display independence. They can play on their own for a period of time without adults' company.
  - Apart from their own family and things around them, children become interested in other things.

c. **Recognise and accept that their emotions may be different from those of others, be able to express their needs and feelings in proper ways, and be willing to apologise after making mistakes and show respect for others**
  - Children are aware of different emotions, including happiness, anger, sorrow and joy. They accept the fact that their emotional behaviours may be different from those of others and know how to respect others.
  - Children are usually joyful and are able to resolve negative emotions quickly.
  - When being happy, children are able to express their joyfulness in proper ways, such as smiling, clapping or sharing with their peers or adults.
  - Children understand that making an apology is a way to ask for forgiveness and admit their own mistakes.

d. **Show concern for others in words or actions, able to take note of the needs of others and initiate to offer help**
  - Children show concern for classmates who are not feeling well by comforting them.
  - Children are able to express their own needs and show concern for others. They will offer help within their means when their peers, classmates or teachers need assistance.

Developmental Characteristics and Evidence of Performance

e. Able to work out a schedule and mode of activities properly, and take responsibility for their own actions
   - Children are able to plan their activity and work out a schedule. They give due considerations when working out the plans and modes of activities.
   - When engaging in activities, children are able to consider the impacts and consequences of their words and behaviour on themselves and others.

f. Able to express negative emotions properly and seek help or guidance when necessary
   - When having negative emotions, e.g., displeasure, children are able to express their feelings using appropriate words or body language and learn how to manage them.
   - Children are willing to share their emotions with their loved ones and take the initiative to seek help from adults and follow their guidance.

g. Be tough, positive and emotionally stable; able to express emotions properly; and accept others' criticism
   - Children are tough and positive. They are emotionally stable and can properly express their likes and dislikes.
   - When getting into argument, children are able to control their emotions while trying to resolve the conflict, so as to carry on with the activities smoothly.
   - Children possess the abilities and skills for self-improvement, e.g., self-reflection, self-control and acceptance of criticism.

Developmental Characteristics and Evidence of Performance

a. **Able to play alone by the side of others, start adapting to social life, take turns and share things with others under the guidance of adults**
   - Children play with toys by the side of another child. They occasionally observe and imitate one another's behaviour, e.g., the way of kneading playdough.
   - Children wait along with peers under adults' guidance.
   - Children understand that toys and materials in school are communal. They learn to play or use in turns and will not take sole possession of them, e.g., sharing a tube of glue.

b. **Enjoy playing with other children and get accustomed to social life gradually, be able to build a good rapport and a relationship with others through gestures and conversations**
   - Children learn how to get along well with others. They are willing to engage in activities or play games with children in the same group or class and initiate conversations with them.
   - Children begin to understand that rules of games are necessary. They develop harmonious relationships with others. When conflicts arise, they are able to solve the disputes under adults' guidance.

c. **Be accepted by peers, able to develop friendships and participate in group activities**
   - Children are able to communicate with others through gestures, facial expressions and words. They also develop friendships with others and have a number of friends in class.
   - Children enjoy group activities and are willing to share their toys with different peers.
   - Children take the initiative to play with peers without adults' guidance. They seek help from peers when necessary.
   - Children like making new friends. They are accepted by peers, and are willing to share with others their pleasant or interesting experiences.

Developmental Characteristics and Evidence of Performance

d. Understand that they should observe the agreed rules of activities, and be willing to be bound by the social norms and cooperate with peers willingly
- Children are able to follow the agreed rules when handling matters and engaging in activities, and conform to the majority in games.
- Children take turns fairly or voluntarily in activities. They know that as a member of a group or a class, they should wait in an orderly manner.
- Children are willing to engage in cooperative activities and share the work.

e. Treat others in a polite manner and establish good interpersonal relationships with adults and peers
- Children know the basic social etiquette, treat others in a polite manner and care for their peers.
- Children initiate conversations with adults and peers. They establish good communication with them through words, facial expressions, gestures, experience sharing, etc.
- Children exhibit friendly behaviour towards adults and other children of all ages.

f. Able to understand and show concern for others' feelings and needs, and willing to accept the advice and views of others
- Children show concern for others' feelings and needs. They understand others from their gestures and facial expressions, and react appropriately.
- Children are willing to accept and listen to others' advice and views. They will analyse them and respond appropriately.

g. Able to discuss with peers to look for solutions when encountering problems
- Children consider their abilities and interests when taking the initiative to work and cooperate with others.
- In case of difficulties or conflicts, children are able to discuss with peers to work out feasible solutions and put them into action.
- Children establish a profound friendship with peers, and give emotional support and encouragement to one another.

Developmental Characteristics and Evidence of Performance

a. Know and take good care of their home and school environment and be aware of the safety in the surroundings; be able to follow instructions to tidy up personal belongings and keep the place clean

- Children know and care for their home and school environment and facilities. They always pay attention to the changes in their surroundings and are able to tidy up their personal belongings and put them back properly under adults' guidance. They also learn to tidy things up and keep activity areas clean.
- Children are able to pay attention to environmental hygiene in their everyday life, e.g., refraining from littering, flushing the toilet after use.
- Children understand the safety rules at home and in school, and are willing to observe them.

b. Able to observe the rules of activities, well-disciplined and have a sense of safety

- Children are able to follow the agreed rules when engaging in activities, e.g., wait for their turns voluntarily, conduct activities in the designated areas, and avoid disrupting others.
- Children conform to the basic behavioural norms in public.
- Children are safety-conscious. They know how to protect themselves by refraining from climbing arbitrarily or getting close to an open fire.

c. Understand their roles in family and school, be able to show concern for others, treasure food and care for public properties

- Children are aware of their duties. They care about their family and enjoy family life.
- Children enjoy school life and show concern for everyone in school. They recognise their own roles and responsibilities in school and are able to complete their tasks earnestly.
- Children only take appropriate amount of food to avoid wastage.
- Children care for public properties. They use them carefully in school and in public areas without damaging them deliberately.

Developmental Characteristics and Evidence of Performance

d. Treat others in a polite manner, be willing to help others, and love and care for one another
- Children are willing to serve their peers in group or class.
- Children take the initiative to share. They are willing to help out with simple duties at home and in school, e.g., wiping tables.
- Children voluntarily offer to help when their peers have difficulties.
- Children respect adults and seniors, and take care of the young and needy children.

e. Care for the community environment, and show a sense of responsibility and positive attitudes to maintain the environmental hygiene
- Children show affection and care for their community. They keep the environment hygienic and clean.
- Knowing that they are a member of the community, children participate in community activities, e.g., visiting elderly centres, engaging in community recreational activities.

f. Care about the nature, respect and treasure lives, be conscious of environmental protection and take actions accordingly
- Children cherish resources in everyday life, e.g., using water appropriately and recycling.
- Children care for plants, animals and the natural environment.
- Children feel responsible for protecting the environment and putting what they have learnt into practice. They are willing to actively disseminate the relevant messages.

g. Understand and respect others, display empathy, and care about others' feelings and needs
- Children care about the needs and feelings of their family, peers, teachers, etc. They take the initiative to greet others and offer help.
- Children understand the feelings of others. They are sympathetic and show understanding of others.
- Children respect people with different backgrounds and opinions. They listen patiently and give appropriate responses.

Aesthetic and Cultural Development	4.7 Aesthetic Development	4.7.1 Creativity and Appreciation

Developmental Characteristics and Evidence of Performance

a. Able to use different senses to recognise sounds, rhythms, colours, people, etc. in different settings, and try to express sensory experiences in various forms
- Children are attracted to beautiful sounds, e.g., the sound of waves, the chirping of birds, the rustling of leaves in the wind.
- When participating in music activities, children can imitate teacher's actions, such as clapping and stamping, mimicking the sounds of animals and nature.
- Children take part in imaginative play in their daily activities, such as role-playing a dog, a mother, a driver.
- Children participate in role-playing at family or imaginative play corners.

b. Able to sing simple songs, play musical instruments, and try to draw, create art and craft works using different materials
- Children can sing simple songs and make some movements while singing.
- Children are able to identify the sounds of percussion instruments that they know.
- Children try to carry out art and craft activities, such as scribbling, finger-painting, collaging.
- Children can draw and construct three-dimensional art and craft models using different materials, such as crayons, watercolours, straws, boxes.

c. Be fond of their own work, enjoy music activities, love singing and listening to music, and be able to create with lines, colours, shapes, etc.
- Children enjoy music activities, such as singing, rhythmic movements, music appreciation.
- Children express their mild, lively and happy moods through singing and movements. They enjoy music activities.
- Children can draw characters or things using simple lines, colours and shapes. They are able to tell what they have drawn, e.g., people, houses, flowers.
- Children take the initiative to introduce their art and craft work to others and are willing to display their work.

Developmental Characteristics and Evidence of Performance

d. Able to express the elements of music, e.g., dynamics, tempo and pitch, through singing and movements; draw recognisable symbolic images; and role-play imaginary or familiar story characters

- Under teachers' guidance, children can perform rhythmic movements to go with the rhythm (fast or slow), the dynamics (soft or loud), and the pitch of the melody (high or low). They will make corresponding movements, e.g., jumping with joyous and lively music.
- Children are able to observe carefully and draw an object with details. The image is recognisable.
- Children engage in dramatic play using simple gestures, costumes, props, etc.

e. Enjoy art and crafts, music performances, dancing, story telling and role-playing, and display aesthetic sense and imagination

- Children enjoy music performances, dancing, role-playing, etc. They will initiate suggestions to teachers, such as what songs and dances to perform.
- Children are able to create lyrics for a melody and compose music using musical instruments, e.g., using different percussion instruments to represent different characters, wind and rain.
- Children are able to think outside the box. They make sounds using different materials, e.g., paper and wood, and create their own musical instruments.
- When engaging in art and craft activities, children are interested in the variations of colours, textures, shapes, etc. They find such experiences pleasurable.
- Children express their ideas and feelings through different means, such as role-playing, drawing, singing.

Developmental Characteristics and Evidence of Performance

f. Able to create and express feelings and thoughts through different art forms, and show creativity through art and crafts, music, role-playing, imaginative play, etc.

- When engaging in activities, children express their ideas by composing songs, improvising the accompaniment, taking part in imaginative play, etc. For example, they create the sound effect of raindrops and thunderstorms using musical instruments, imitate postures of animals by different gestures, role-play story characters, play background music for stories.
- Children are able to explain the ideas of their art and craft work.
- Children can create using various materials and show their aesthetic sense through colour compositions, melodies, rhythms, body movements, etc.
- Children can express their unique thoughts in their work, and tell a story or convey a message through contrasting colours and varying sizes and positions.

g. Willing to appreciate artworks and performances of different art media, e.g., paintings, music, dances, dramas, as well as various forms of beauty in life; able to share their feelings about artworks by relating to personal experiences

- Children are able to appreciate various kinds of artworks, music, songs and dances. They understand the key content and moods of such works.
- After listening to music and viewing artworks or performances, children are able to express their feelings about the works by relating to personal experiences or tell others why they like the work.
- Children express their aesthetic sensitivity and love of beautiful things by appreciating their surroundings, the beauty of nature as well as other forms of beauty.

Aesthetic and Cultural Development	4.8 Initial Understanding of Cultures	4.8.1 Understanding and Appreciating Local Culture and Other Cultures

Developmental Characteristics and Evidence of Performance

a. **Know about the customs, celebrations and stories of some traditional festivals, and be willing to take part in the festive celebrations**
  - Children know about the customs of traditional festivals, such as eating moon cakes and playing with lanterns in Mid-autumn Festival.
  - Children are involved happily in the participation of the celebrations.
  - Children understand the meanings of traditional festivals through stories, e.g., the story of Nian for Lunar New Year, the story of Chang'e flying to the moon for Mid-autumn Festival.

b. **Understand that people of different ethnic groups have different skin colours, languages, etc. Willing to join in festive celebrations of different ethnic groups**
  - Children understand that people around the world come from different ethnic groups and nations and that they have different skin colours (white, yellow and black) and communicate in different languages, e.g., the American speaks English and the Japanese speaks Japanese.
  - Children are willing to join in the celebrations of traditional festivals of other ethnic groups, such as New Year celebrations of different places.

c. **Show an interest in the local cultural amenities and attractions. Able to identify the regional flag and regional emblem of Hong Kong**
  - Children are keen to know about the local cultural amenities, such as libraries, Hong Kong Science Museum, Hong Kong Cultural Centre and Hong Kong Museum of History, by paying visits or attending relevant events.
  - Children are keen to know about the local attractions, such as the Peak, Lei Cheng Uk Han Tomb, by paying visits or attending relevant events.
  - Children have some knowledge of the regional flag and regional emblem.

d. **Realise that Hong Kong is a part of China and recognise the national flag of China. Know about their nationality and identity**
  - Children know that Hong Kong is a part of China and returned to China in 1997.
  - Children have some knowledge of the national flag and the national anthem.
  - Children understand their identity of being Chinese or people from a certain country.

Aesthetic and Cultural Development	4.8 Initial Understanding of Cultures	4.8.1 Understanding and Appreciating Local Culture and Other Cultures

Developmental Characteristics and Evidence of Performance

e. Appreciate Chinese culture and customs, and respect the living habits, traditional customs and cultures of different nations
- Children respect Chinese culture and customs, and value the traditions, e.g., the customs and food of Lunar New Year.
- Children can name and are interested in some Chinese art forms, e.g., Cantonese opera, ink painting, paper-cutting.
- Children know that different nations have different living habits and needs. They show acceptance to the living habits, customs and cultures of other nations.
- Children get along well with children of different ethnicities in school. They respect one another.

f. Care about Hong Kong, be interested in current social affairs and have an affinity with Hong Kong and Mainland
- Children know that they are citizens of Hong Kong and Hong Kong is their home. They love and care about Hong Kong.
- Children pay attention to the current social affairs of Hong Kong and Mainland. They are concerned about what happens every day.

g Able to appreciate the cultures of China and other countries, and find out their similarities and differences
- Children know the characteristics of the cultures of China and other countries. They are able to identify their similarities and differences.
- Children recognise the characteristics of different cultures and the similarities and differences among them. They accept and appreciate these similarities and differences.

Appendices

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