

**School No.: 156930**

# **Quality Review Report (Translated Version)**

**Guideposts Kindergarten (Tuen Mun Branch)**

**G/F, Ting Yin House, Siu On Court, Tuen Mun**

**9, 10, 11 & 13 November 2020**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2021)**

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**Dates of Quality Review: 9, 10, 11 & 13 November 2020**

**School met the standards of Quality Review**

**School did not meet the standards of Quality Review**

## **School Performance**

### **1. Promoting Continuous Development of School**

- 1.1 The leadership team thoroughly grasps the development of the school and needs of stakeholders. It provides focused guidance and support with respect to areas including administration management, curriculum development as well as caring and supporting services, thus leading the school to move forward. The school attaches great importance to teachers' professional development. It maintains close contact with kindergartens under the sponsoring body to arrange joint-school training, lesson observation and experience sharing. It also encourages teachers to pursue further studies so as to enhance their teaching skills and professional competence. The school creates a culture of learning and sharing. Therefore, teachers are effectively equipped to face changes and challenges. The management actively promotes collaboration and communication among the team, while providing them with concrete and appropriate suggestions. In addition, it strives to groom potential successors by delegating authority to teachers and empowering them to take responsibility for the planning and leading of the work. The progress of the work is effectively monitored. The school has a sound organisational structure with clear guidelines. The distribution of work as well as the authorities and responsibilities of staff are clearly defined. With staff's mutual support and effort, the development objectives of the school are achieved.
- 1.2 The whole-school approach is adopted to promote school self-evaluation (SSE). The management strategically leads teachers to collect evidence and stakeholders' views from different channels, so as to conduct a holistic and in-depth review on the development foundation, opportunities and challenges of the school. It also discusses the direction of the school's development with teachers regarding the developments and trends of kindergarten education and school-based needs. The school has set the major concerns as cultivating children's positive values and attitudes as well as nurturing children's reading interests in recent two years, which meet children's developmental and learning needs. It devises feasible and concrete strategies with regard to teacher training, curriculum planning, parent education, etc.,

which facilitate the implementation of the plan. The education objectives of the school are clear. The team takes ownership in their work and exchanges views with each other. In particular, during the period of supporting children's learning at home, the school exercises flexibility in formulating contingency measures as well as adjusting the strategies and use of resources in a timely manner to cater for the needs of children and parents. The SSE culture has been incorporated into its daily work. The team is able to evaluate the effectiveness of the school's overall work objectively and accurately as well as formulating appropriate follow-up measures, with a view to facilitating the steady development and self-improvement of the school.

- 1.3 The school upholds the mission of "education for all" and successfully creates a caring campus atmosphere. The school has established an effective mechanism to identify the needs of children. It makes good use of internal and external resources to provide suitable caring and supporting services to children with different backgrounds and needs, helping them integrate into the school, grow up healthily and joyfully as well as learning with peers together. The school has developed close partnership with parents. It organises a wide range of parent education activities in accordance with the school's development plan and parents' needs. It also encourages parents to support one another. Parents are keen on participating in the work of the parent-teacher association which performs a bridging role to connect parents with the school. They also serve as volunteers eagerly to assist the school in implementing various activities. Parents agree on and support the school's mission and education goals. They take part in school activities actively so as to foster children's growth in collaboration with the school.

## **2. Learning and Teaching**

- 2.1 The school adheres to the education rationale of child-centredness. It devises its integrated curriculum with themes by making reference to the curriculum outline designed by the sponsoring body. The curriculum is comprehensive which covers different learning areas. The learning content is related to children's daily life experiences and interests. It emphasises the cultivation of values and attitudes as well as the acquisition of knowledge and skills. The school provides children with sufficient opportunities to engage in music, physical, art and free choice activities daily to facilitate their balanced development. In recent years, the school has revised the daily schedule to combine the sessions of group games and free choice

activities. The flexible arrangement of activities increases the opportunities of self-directed learning for children, enabling them to enjoy the fun of play. The school plans the learning content according to children's ability and learning needs, facilitating children to learn through play in a step-by-step manner. It also arranges a wide range of activities, such as making of snacks and visits, in order to enrich children's learning experiences. The school organises a variety of mixed-age activities for children to experience social life. During the process, younger children can learn from their big brothers and sisters, while older children can also learn to take care of their younger peers, thereby fostering their social development.

2.2 The school has formulated the policy on the assessment of child learning experiences. The assessment content is in line with the curriculum goals. The school develops learning portfolios for children to keep their observation records, work analysis and assessment information as evidence of their growth. Teachers assess children's performance with continuous observation to understand the progress of their development in a holistic manner. Moreover, parents are informed of their children's performance and learning needs in a timely manner, so as to foster children's growth through home-school cooperation. The school formulates assessment guidelines to help teachers evaluate children's performance objectively. In recent years, the school has revised the assessment tools, with the aim of analysing the assessment information more effectively to inform curriculum planning. Building on the foundation, the school is recommended to further consolidate similar items in different assessment tools to streamline the work.

2.3 The school has a proper curriculum management mechanism. Under the leadership of the school supervisor, the management plans the curriculum in collaboration with representatives from other kindergartens under the sponsoring body. It makes timely review and adjustment on the learning content as well as conducting professional exchanges and sharing to promote the curriculum development of the school. The management monitors curriculum implementation effectively through scrutinising teaching documents, attending curriculum meetings, conducting lesson observation, etc., with a view to providing suitable guidance and support to teachers. Teachers often conduct teaching reflection so as to adjust their teaching methods and arrangements accordingly. The management also guides teachers to review their teaching from the perspectives of environment set-up, teaching design, teaching skills, etc., thereby enhancing the effectiveness of their reflection. The school continuously evaluates and refines the curriculum design with reference to children's

performance and needs. The school is able to flexibly adjust the support measures and design activities to facilitate children's learning at home, such as encouraging children to make good use of the daily schedule to develop regular living habits, providing suitable learning materials to sustain their learning interests as well as understanding children's emotions and learning needs through collaborating with parents.

2.4 The school endeavours to foster children's moral development. It encourages children to practise good behaviour in daily life through organising diversified learning activities and setting focuses for moral education. In recent two years, the school has taken cultivating children's positive values and attitudes, namely expressing gratitude, cherishing, being proactive and optimistic as the major concerns so as to create a positive campus atmosphere. Through home-school cooperation, the school designs simple learning tasks to encourage children to express their gratitude to their families and care for others. It also recognises children's good behaviour with a reward scheme. On the other hand, the school designs games with different levels of complexity to encourage children to challenge themselves and overcome difficulties. As observed, teachers care about and respect children. They also provide concrete praises to children frequently and encourage them to make more attempts, not to fear difficulties and be grateful. Children show gratitude and care for others. They are polite, obedient and eager to try. The school has established a positive culture. In tandem, parents agree with the objectives of the plan and support its implementation. The expected effectiveness has been achieved.

2.5 The school actively promotes reading and sets out nurturing children's reading interests as the major concern. The school makes proper use of resources to purchase various kinds of books, encouraging children to select books according to their interests. In addition, the school provides training for parents to enhance their skills in storytelling. Parent volunteers are arranged to tell stories to children in the reading corner, which is conducive to promoting parent-child reading. During the period of supporting children's learning at home, the school continues to lend books to encourage children to read. The reading corner is quiet. Appropriate and diversified books are placed in an orderly way, which are convenient for children to get the books and read. As observed, children read books and listen to stories attentively. They also share the stories with peers. While teachers read with children, they are suggested to recommend more books, or encourage children to

share their experience and joy in reading, so as to further nurture their reading interests.

- 2.6 The campus is tidy and bright. Fish and tortoises are raised and potted plants are grown for children to learn to look after them. In the classrooms, children's work is displayed and walls are reserved for children to have collaborative drawings. Teachers make good use of the space and walls in the classrooms to design interesting teaching aids and games. The materials in the corners are plentiful and the games are diversified. Children are familiar with the corner rules. K2 children make records of their participation in the corner activities, while K3 children plan their corner activities beforehand according to their interests. As observed, children explore the ways of projecting different images and test the magnetic attraction in the natural exploration corner. They can predict the results and record their discoveries. The decoration in the role-play corner attracts children to play there. Children imitate flight attendants to serve passengers, pretend to go picnicking in the countryside, visit the museums, etc. Teachers design interesting and interactive games, facilitating children's language and social development. Children draw attentively, create collages and make clay models. They also construct buildings with different materials to exhibit their creativity. Teachers review the effectiveness of activities and the display of corner materials with reference to children's participation in the corner activities. Then, they give specific suggestions for improvement to refine the design and arrangements of the corner activities. Teachers observe children's performance, provide assistance to them in a timely manner and play with them. They may invite children to share their findings and feelings after play to help them consolidate their experiences.
- 2.7 Teachers are serious and earnest in teaching. They make good use of pictures, real objects, etc., to enhance children's learning interests. They also role-play different characters and design scenarios to engage children in activities. Teachers are patient and give clear presentation. Most of them are able to make illustrations using real-life examples, thus helping children understand the learning content. Teachers care about and accept children. They adjust the homework arrangements and provide individual guidance based on children's different backgrounds and diverse needs. They also review the strategies on supporting children's learning in a timely manner. Teachers encourage K3 children to collect information related to the themes and share with peers. Children get along in harmony and learn together joyfully. They are eager to express themselves and speak clearly. Teachers design

a variety of music activities, enabling children to sing, play musical instruments and engage in games. They also invite children to create movements according to the melodies to unleash their creativity and let them enjoy the fun of the activities. Teachers design a wide range of physical activities including training on basic skills and group games to foster the physical development of children effectively. Children master the skills of leaping, throwing, jumping, etc., showing good balancing ability. Children have developed good self-care abilities that they help tidy up and clean up items. “Little Teachers” and “Little Leaders” also demonstrate the spirit of serving others.

### **3. Recommendations for Enhancing Self-improvement of School**

The school has established a proper mechanism in administration management and curriculum coordination. It has also created a positive campus atmosphere strategically. Under the professional steering of the leadership team and management, the team displays team spirit and upholds the mission of the school. With the prudent use of internal and external resources, it plans appropriate development work and strengthens support for children continuously. Building on the solid foundation, the school may, through professional exchanges, continue to enhance teachers’ skills in conducting reviews with children after play to further inspire children.