

School No.: 158658

Quality Review Report (Translated Version)

Guideposts Kindergarten 2nd Branch (Kin Sang Estate)

**G/F, Wings A & B, Yu Sang House, Kin Sang Estate, Tuen Mun,
New Territories**

19, 20 & 22 November 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 19, 20 & 22 November 2024

☒ **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 pays regular visits to the school. It is familiar with the operation and needs of the school, and leads the school development in person. The leadership team also participates in meetings, scrutinises reports and reflection documents as well as liaising with teachers to provide professional advice and support in a timely manner. The school maintains close contact with the affiliated schools of the organisation to hold joint-school meetings regularly to discuss administrative affairs, curriculum planning, support for children and other domains of work, capitalising on professional competence to drive the school forward. With the support of the organisation, the school constructs diversified modes of exchange, including mutual visits with the affiliated schools, inter-school lesson observation and joint-school professional development platform, as well as academic exchanges and study tours conducted with educational organisations of the Mainland, to provide learning and observation opportunities for teachers to broaden their horizons.

1.2 Members of the management have served the school for years. They have a shared vision and teamwork, constantly leading the school to refine the work in various domains. They value the communication with teachers and accept teachers' opinions frankly and openly. In this way, consensus can be achieved and team efforts can be pooled to administer daily business in a flexible manner, leading to a smooth operation of various work. The school has a well-developed, open and fair appraisal mechanism, with systems for teacher self-evaluation, peer assessment,

principal evaluation and evaluation of the management by teachers. Furthermore, appraisal interviews facilitate teachers' reflection on their strengths and areas of improvement, hence enhancing their professionalism.

1.3 The school has established a proper school self-evaluation (SSE) mechanism. The management leads teachers to hold regular meetings, report and review the progress of various plans, and gather the views of different stakeholders through interviews, questionnaires and other means. They then consolidate and analyse such information to examine the effectiveness of the school work and set the development direction of the school collaboratively. Upon the foundation of development over the last two years, the school regards promoting Chinese culture and nurturing children's exploratory spirit as its major concerns of this school year. The strategies for facilitating children's understanding of Chinese culture are comparable to those of the previous year, consolidating the relevant work of enhancing a sense of national identity in children. In terms of exploration, the school deploys measures for improving the spatial planning of the campus and designing diversified extended activities, such as setting up a small garden plot, a living exploration week and outdoor learning, enabling children to practise what they have learnt in activities. The work plans are being implemented smoothly.

1.4 The school accepts and caters for children's diverse needs. It has a proper identification and referral mechanism in place while utilising the resources of the organisation to help children receive proper support the soonest. The school provides assistance to newly admitted children strategically, including holding several parent-child activities, arranging for parents to accompany children to get familiar with the new environment before starting school, conducting an adaptation week to gradually adjust lesson time in the beginning of a school year, so as to encourage children to welcome kindergarten life positively. The school attaches

importance to home-school cooperation. It maintains liaison with parents through different channels like inviting them to observe lessons and participate in parent-child activities at school, which is conducive to parents' understanding of its educational rationale and their children's learning. The parent-teacher association serves as a bridge between home and school, and assists in school activities, promoting home-school communication and the school development effectively.

2. Learning and Teaching

- 2.1 Using themes that centre on children life experiences, the school develops teaching materials and selects relevant teaching packages to design a curriculum with the affiliated schools of the organisation. The curriculum content is comprehensive and covers all learning areas, addressing children's cultivation of attitudes as well as the acquisition of skills and knowledge. The school arranges a number of outdoor visits and experiential activities for children to enrich their learning experiences. Children's moral education is of significant importance. The school chooses suitable picture books for each theme to let children develop positive values and attitudes through moral stories. In tandem, activities such as award schemes and little loving angels are launched to encourage children to take actions and practise good virtues in daily life. The daily schedule of half-day classes is properly planned but the school is required to allocate more time for music activities of the whole-day classes every day so as to foster children's balanced development. Besides, K3 children have to attend lessons by subjects in the later part of the second school term and some Language homework and learning content of Early Childhood Mathematics are rather difficult. The school must make revisions to meet the developmental needs of children at kindergarten stage.
- 2.2 The school devises a policy on the assessment of child learning experiences.

Teachers adopt continuous observation to assess children's performance and describe children's activities in written words every month. They also summarise children's development of the whole year at the end of a year, and then follow up on children's learning using the assessment information. Teachers distribute assessment information to parents on a regular basis and give them suggestions for follow-ups according to the needs of children. Thus, home and school join hands to foster children's growth.

- 2.3 The school has established a curriculum management mechanism. The leadership team takes up the responsibility of a curriculum coordinator to lead affiliated schools of the organisation to jointly plan and review the curriculum. It guides the management to collaborate with peer schools in revising the curriculum outline of each grade level, then, the teaching team will conduct grade-level based discussions and prepare specific teaching plans. The management monitors the curriculum implementation by observing lessons, scrutinising lesson plans and attending meetings, and then gives timely feedback to teachers. Teachers reflect on their teaching regularly and evaluate their own overall work performance, cooperation with colleagues, etc., as well as sharing the things that they are grateful for every month. Moreover, they review the learning activities in grade-level meetings and refer to relevant opinions to revise the curriculum of the next school year together, enhancing the quality of teaching continuously.
- 2.4 The school is keen to implement national education and has been regarding promoting Chinese culture as its major concern in recent years to reinforce children's sense of national identity. Themes related to Chinese culture are incorporated into the curriculum, such as I am Chinese, Tales of China and the Four Great Inventions of Ancient China, for children to understand the Motherland and her history. In the meantime, relevant assessment items of understanding traditional culture is added to

the assessment of child learning experiences for teachers to grasp children's learning progress in a specific manner. To broaden children's horizons, the school arranges for them to visit the Hong Kong Museum of History and take part in traditional Chinese festive activities. It also encourages children to deepen their knowledge of Chinese art and culture through traditional art experiences, including making oil-paper umbrellas, models of pipa and hair accessories for Cantonese opera. Apart from creating ink paintings and blue and white porcelain, children also make cooperative painting of the Great Wall to decorate the walls, adding a historical cultural vibe to the campus. In addition, the school holds the national flag raising ceremony every week and on important days while forming a team of children flag guards, which is effective in cultivating the sense of belonging towards the country and sense of national identity of the children. On the whole, the work plan has achieved accomplishments.

- 2.5 The school considers nurturing children's exploratory spirit as its major concern. It holds outdoor activities for each grade level, such as visiting H₂OPE Centre, Hong Kong Wetland Park and Tuen Mun Park Reptile House, to allow children to get close to the nature. Additionally, the school launches the One Person, One Flower Scheme and takes K3 children to a farm to experience growing crops. Children observe the growth of plants and learn to appreciate nature. As observed from the activities, children stacked various coloured transparent acrylic sheets together to watch carefully the colour changes in the exploratory corner. Some children took the initiative to shine a torch at different numbers of plastic cups or paper cups to compare their light transmittance, displaying power of observation and curiosity. Children perform simple tests at home. They not only follow the homework instructions to do the tests, but also proactively suggest new ways for further tests, showing that they have a strong desire for exploration. Children have the drive to

active learning. The school is advised to increase the problem-solving elements in various types of activities to provide more opportunities for children to learn to solve problems. Teachers may also further guide children to share their play experiences or discoveries in review sessions to extend children's learning.

2.6 The school puts great efforts into decorating the campus. In the indoor activity venue, the school adds a sensory wall, sets up play facilities and a tailor-made bus model for children to manipulate and play during physical activities or leisure time. Fish tanks and potted plants are placed indoors and on both sides of the school entrance respectively for children to observe animals and plants frequently. A number of interest corners are set up in classrooms of which teaching aids of different levels of complexity are provided in the intelligence corner for children to choose their own games according to the colour tags. With bamboo steamers, dim sum signs and real photos, scenarios of a Chinese restaurant are created in the role-play corner. As observed, children immersed themselves in the role of a chef. They earnestly made food with the play materials. Besides, children read theme-related books in the comfortable reading corner, cultivating an interest in reading. The school is recommended to refine the venue arrangements for physical activities and review the learning content of the mixed-age music activities for PM classes with a view to enhancing the teaching effectiveness.

2.7 Teachers use real objects to facilitate teaching and draw children's attention effectively through role-play. Teachers put emphasis on classroom management and are able to pay attention to the safety of activities. They have a good relationship with children. Children are lively, friendly and greet others warmly. They are full of energy and play with their peers harmoniously. Children have good imagination as they imitate savouring sushi and pretend to be turtles crawling enthusiastically. They are interested in music activities, enjoy singing and have a

sense of rhythm. Children have built routines for free choice activities that they are able to plan and record their participation in corner activities, and help teachers put away items after the activities, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The team strives to draw a school development blueprint. It may reconsider the development foci of each school year and make adjustment based on the effectiveness of the work plans to promote the continuous improvement of the school.
- 3.2 The school is required to change the arrangement of learning by subjects for K3 children in the later part of the second school term. It must revise the rather difficult learning content of Early Childhood Mathematics and language homework while allocating more time for daily music activities for whole-day classes so as to meet children's developmental needs.