

**School No.: 215678**

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

## **Sun Island English Kindergarten**

**LG/F, G/F & 1/F, Pau Chung Building, 152 Pau Chung Street, To Kwa Wan,  
Kowloon**

**16, 20 & 22 May 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2020)**

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

**Dates of Quality Review: 16, 20 & 22 May 2019**

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

## **School Performance**

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

- 1.1 The school cares about children's diversity. In view of their different backgrounds and needs, it has taken enhancing the language capability of non-Chinese speaking (NCS) children as the major concern in these two years. The school arranges various activities, such as parent-child Chinese classes and parent-child games, to enhance children's ability and interest in learning Chinese. In general, NCS children are able to master knowledge acquired from daily learning and get along harmoniously with Chinese-speaking ones. In addition, the school establishes a wide range of communication channels to keep in contact with parents in both Chinese and English languages so that parents are able to know about their children's performance at school in a timely manner. It also organises activities, such as cultural exchange for parents, to encourage them to understand and accept different races as well as show tolerance to each other. The school capitalises on external resources to support children with special needs, such as providing children with timely referral services and organising parent education seminars. Teachers adjust the arrangement of assignments and provide guidance to children according to their abilities. The school accepts children with diverse needs and provides support to them through various strategies. It creates an inclusive atmosphere effectively.
- 1.2 Under the steering of the leadership team, the school formulates the curriculum outline, arranges inter-school peer lesson observation, organises parent-child activities, etc., in association with other kindergartens under the same sponsoring body. It is conducive to facilitating professional exchange among the teaching teams and sharing resources together. The school has followed up some of the recommendations of the previous Quality Review by organising teaching resources and establishing a management system of the resources for teachers' use gradually. In respect of school self-evaluation (SSE), the management leads teachers to review the implementation of the development plans and adjust the strategies of them continuously. The school summarises the effectiveness of the plans during annual

SSE to incorporate the developed work into school daily operation appropriately. It also draws up the major concerns for the coming year in light of the needs of the school, so as to promote continuous development.

## **2. Learning and Teaching**

- 2.1 By making reference to the curriculum outline of the sponsoring body, the school devises its curriculum by adopting an integrated curriculum approach with themes. The curriculum is comprehensive and its objectives consider the cultivation of children's attitudes as well as their learning of skills and knowledge. The school arranges visits for children in light of the learning themes to enrich their life experience. The daily schedule planned by the school enables children to have sufficient time for music, physical, art and free choice activities each day. Yet, the school does not arrange time for physical activities for K2 children of half-day classes every day. The school must review and revise the schedule so as to ensure that each child has the opportunities for balanced development. In addition, some content and format of the assignments arranged for K3 children are considered a bit difficult. The school is required to improve the arrangement of the assignments so that they can meet the developmental needs of children.
- 2.2 The management monitors the implementation of the curriculum through lesson observation and scrutinising teaching documents. It delegates authority to leaders of each grade level to lead teachers discuss the learning foci based on themes. The leaders and teachers are able to formulate the learning content and activity design with concrete information. Yet, the minutes of the meetings for some grade levels are rather general with only the learning sub-topics stated, which fails to help the school review the comprehensiveness and balance of the learning content. Upon completion of each theme, teachers take into account of the items provided by the sponsoring body to review curriculum content, teaching resources and etc., and make concrete suggestions. However, they seldom reflect on their teaching effectiveness with respect to children's performance. The management must continue to strengthen its role of curriculum leadership so that teachers can be steered to make reference to the *Kindergarten Education Curriculum Guide* and examine the mechanism of curriculum planning and review together. The management is also required to provide timely guidance by attending curriculum meetings and to encourage teachers to consider children's performance when making reflection on their teaching strategies, activity arrangement and so forth. Thus, the teaching

effectiveness can be evaluated comprehensively and effectively for appropriate revision and follow-ups to improve the curriculum continuously.

- 2.3 The school has regarded facilitating NCS children in learning Chinese as its major concern in recent years. The school not only explains Chinese characters through parent-child Chinese classes and other channels to encourage parents to assist their children in learning Chinese, but also conducts Chinese storytelling activities in small groups for NCS children of K2 afternoon classes. Teachers use teaching materials developed by the sponsoring body to present the stories by means of flexible use of tones, role-play and other skills, with a view to enhancing children's interest in learning Chinese. As observed, NCS children are enchanted with the story plots. They listen to the teacher attentively and are confident of responding to the teacher's questions with simple and short sentences in Cantonese. The result of the plan is fair. The school is going to implement the activities to all grade levels later. The strategy is appropriate as it can enable NCS children to learn Chinese in a relaxing environment.
- 2.4 Enhancing children's interest in learning and their social skills through play is regarded as another major concern in this school year. The school sets up imaginative play corner in the classrooms and green innovation corner in the physical activity areas respectively to implement the plan. Teachers set aside space in the classrooms to design the imaginative play corners based on themes. They let children enrich the design of the corners by adding their individual or group work through cooperation and discussion. Children play together in the corners. Meanwhile, the school sets up green innovation corners in the physical activity areas. Re-used materials, such as carton boxes and plastic bottles, are prepared in the corners for children to manipulate freely during physical activities. Children are able to cooperate with one another and construct different work with the materials to unleash their creativity. The design of both type of corners is able to encourage children to learn to communicate with others and express their thoughts. However, teachers arrange children to engage in activities in the green innovation corner during physical activity and thus reduces the opportunities of children to participate in gross motor activities. The school could examine and adjust the arrangement to ensure that children would have sufficient time for physical activities every day so as to facilitate their balanced development.
- 2.5 Teachers make use of space and walls in classrooms to set up different interest corners and provide children with ample materials to conduct activities. As

observed, children take the initiative to get toys for carrying out construction activities to develop fine motor skills, use diversified materials to create craft work or read quietly in the reading corner. However, the content of the interest corners set up on the walls mainly focuses on the acquisition of knowledge, such as recapturing characters, words and mathematical concepts. The activity design is monotonous which fails to inspire children's learning effectively. In addition, teachers mostly walk through the classrooms or observe children's activities only. They seldom participate in or intervene the activities. At the end of the activities, teachers rarely summarise the activity progress with children. The management could lead teachers review and improve the set-up of the learning environment and design diversified activities to tie in with the development directions of the school so that children would be able to learn through play. Also, teachers could enable children to think and share their insights gained from the activities through questioning and guidance, which in turn enhances the effectiveness of self-directed learning.

- 2.6 Teachers are well-prepared for their teaching. They use pictures, hand puppets, etc., as teaching aids to arouse children's learning interests. Some teachers are expressive enough to draw children's attention. Teachers are friendly to children and accept their different backgrounds. They communicate with NCS children with spoken language supplemented with body language to facilitate easy understanding. It can help children master what they have learnt. Children enjoy playing with peers regardless of their different backgrounds and they all get along well. Children are good in expressing themselves verbally and some NCS children are able to communicate with teachers and peers in Cantonese with confidence. Children are able to queue up and wait. They observe the rules of the activities and pack the used items voluntarily, demonstrating good routines and self-care abilities.
- 2.7 The school assesses children's performance through continuous observation and record-keeping. It also provides assessment information in English for NCS parents to inform them of the growth progress of their children. The activity observation records for children prepared by teachers can analyse the development of children in concrete terms. The school conducts summative assessment for children in each school term and the assessment can reflect children's development progress. Yet, the school does not provide parents with concrete assessment content regarding children's performance in thematic learning to help them know about their children's learning progress. The school must review and improve the arrangement. The

school follows up the learning progress of individual child according to the assessment information. It could yet make use of the assessment information to provide feedback on teaching and the curriculum.

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

- 3.1 The school conducts SSE to review the effectiveness of their work every year. Yet, it seldom examines the work under the domain of school management and organisation. The management must lead teachers evaluate the overall work of the school together so as to analyse the needs of the school from multiple perspectives. In addition, some of the work strategies are relatively homogenous and the action plans are not thorough enough when the school draws up its major concerns. The management could keep leading teachers to focus on the objectives of the development plans and take different stakeholders into consideration, and then devise diversified strategies and concrete success criteria to enhance the effectiveness of the plans.
- 3.2 The school must conduct a holistic review on the effectiveness of the curriculum coordination and review mechanism, and encourage teachers to reflect on their teaching effectiveness based on children's performance. The school must improve the arrangement of assignments in light of children's development and needs and continue to design diversified corner activities to increase the opportunities for children's self-directed learning. Moreover, the school is required to revise the tools for assessment of child learning experiences so as to reflect children's learning and development progress in more concrete terms. The assessment findings should also be used to inform the curriculum and teaching design, with a view to further realising the SSE principle.