

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 (Including Child Care Centre)**

21, 22 & 24 October 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: 21, 22 & 24 October 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 school has the support of the leadership team and liaises closely with the affiliated kindergartens of the organisation for professional exchange and collaboration in administrative affairs, teaching, support of children, etc. They form a joint-school curriculum group to make ongoing improvement through regular meetings, pooling the efforts of team members to promote curriculum development. The management has served the school for years and is familiar with the school culture. It accepts views of staff with an open mind. Team members communicate candidly and work together, leading to a harmonious and cordial atmosphere at work. The school attaches importance to the teachers' professional development. It organises professional development activities by targeting teachers' needs while assigning teachers to perform various tasks with good planning for them to accumulate a variety of experience, thus fostering the continuous development of the school.
- 1.2 Following up on the recommendations of the previous Quality Review, the school has refined its school self-evaluation (SSE) mechanism. The management leads teachers to put the rationale of SSE into practice and reviews the school policy and implementation of activities periodically. Team members examine the work effectiveness in different aspects together and discuss major concerns. In recent years, the development focus of the school has fallen on facilitating children's understanding of Chinese culture. The school procured new teaching resources in

the last school year while organising additional festivities and various experiential activities, providing more opportunities for children to gain exposure to traditional Chinese art and culture. Building upon the past experience, the school gradually incorporates Chinese cultural learning elements into theme learning in this school year. It intends to invite parents to participate in the cultural activities with an aim to enhancing the effectiveness of work plans through home-school cooperation. The relevant work is pending to be implemented.

- 1.3 The school adheres to the education rationale of care and inclusion, accepts and caters for the needs of children from diverse backgrounds. The team employs support strategies from different aspects including deploying staff to provide in-class assistance for non-Chinese speaking (NCS) children to learn. In tandem, the team make effort to infuse more multi-cultural elements into the curriculum, such as introduction of food and architecture of a variety of countries, in order to increase children's understanding of each other's culture and custom, hence creating an atmosphere of mutual respect and inclusion. The school values home-school cooperation that Chinese and English sessions of parenting seminars and workshops are organised to suit the needs of different parents. Meanwhile, the school offers supporting resources and videos that are in alignment with the teaching themes for learning Chinese at home, allowing NCS parents to know about and assist in children's learning, thereby enhancing their competence in parenting. Additionally, the school has established an identification and referral mechanism for children in need to obtain support the soonest. Parents recognise the school mission and trust the school, joining hands with the school to nurture children's growth.

2. Learning and Teaching

- 2.1 Leveraging the teaching materials jointly developed by the affiliated kindergartens

of the organisation, the school makes adjustment based on the school context. It connects different learning areas with real-life themes and takes into account the cultivation of attitudes as well as the acquisition of skills and knowledge. The school organises different visits with the use of community resources to enrich children's life experiences. In recent years, the school has been striving to refine the curriculum and strengthen the connection across all grade levels by restructuring learning content. Yet, the learning content of some thematic activities is still excessive which affects the teaching effectiveness. The team is advised to continue reviewing the curriculum and revising the objectives, content and activity design of thematic learning with a view to catering for children's learning and developmental needs.

- 2.2 The school provides sufficient time for children to engage in physical, music, art and free choice activities every day. Teachers design scenarios for music games that are in line with the themes. However, some activities emphasise language learning and thus the elements of music are slightly inadequate. Teachers could think of a wide range of music games in accordance with the objectives of the activities in order to prompt children to express their emotions and unleash creativity.
- 2.3 The school devises assessment items according to the learning content of each grade level and provides explicit assessment guidelines and professional discussion to teachers for helping them grasp the assessment methods. Teachers assess children through continuous observation while adjusting the requirements in light of children's performance so as to reflect the holistic picture of their development accurately. Teachers make use of their acquired knowledge from training to describe children's performance in detail in observation records and provide practical follow-up suggestions in terms of areas for further development, assisting parents in supporting their child's learning needs. That said, an assessment item titled

“conduct” is included in the school term assessments, which repeats the content of affective and social development. The item is also presented in grades. Such practice is inappropriate and must be revised.

2.4 The school has established a mechanism for enhancing curriculum coordination and review. The management leads teachers to conduct collaborative lesson planning, discuss learning content and activity arrangement as well as mapping out various learning goals and assessment items to tie in with the needs of NCS children. Through classroom walkthroughs and scrutiny of documents, the management monitors the curriculum implementation and gives advice and support to teachers aptly. The team carries out teaching reflection in an ongoing manner and uses children’s performance as evidence to evaluate the effectiveness in terms of learning content, activity design, teaching strategies and other aspects. The team makes suggestions for improvement to inform curriculum planning, promoting the development of curriculum.

2.5 The school has been endeavouring to deepen children’s understanding of Chinese culture in recent years and taken it as the major concern. Using the newly added resources of the school, including Chinese musical instruments, books and teaching materials related to traditional virtues, the team gradually increases the learning elements of Chinese culture. For instance, it adds in the introduction and manipulation of Chinese musical instruments, and tells the story of Huang Xiang who fanned the pillow on the theme of family, encouraging children to show their filial piety in action. Meanwhile, the school arranges a variety of experiential activities in a bid to increase children’s exposure to Chinese art and culture by visiting Chinese gardens, tasting traditional snacks and allowing parents and children to create opera masks, etc. Children have a growing interest in Chinese culture. They love making Chinese paper cuttings in art corners and then share their artworks

with teachers. NCS children are pleased to wear Chinese costume and play Touhu with their peers actively, enjoying the fun of traditional games.

- 2.6 The school makes good use of walls, staircases and other places to display children's work and activity photos, helping children develop a sense of belonging to school. Classrooms are decorated based on themes with diversified interest corners. Children construct knowledge and acquire skills through manipulation. Teachers design a class-based role-play corner with reference to stories and real-life scenarios. Some children wear the uniform of a fast food restaurant and imitate serving and ordering food and drinks, facilitating their language and social development through peer interaction. However, some activities in the exploratory corners focus on observations. Teachers are recommended to design fun-filled activities that closely align with the learning objectives so that children can understand their surroundings through various means such as multi-sensory exploration, comparison and testing, thereby cultivating an active exploratory spirit.
- 2.7 Teachers are caring and patient. They always praise and recognise children's performance, having a good teacher-child relationship. Teachers communicate effectively with a clear and specific focus. They utilise real objects and pictures to facilitate teaching, adjust their pace of speech aptly while giving gestural prompts to assist children in grasping the learning content. Teachers design play scenarios to render opportunities for using Chinese. NCS children are interested in learning. They participate in classroom activities actively and are used to answering teachers' questions in Chinese. NCS children play with the Chinese speaking children, getting along well. The school has adjusted its daily schedule in recent years to allocate more time for children's physical activities with an aim to promoting their physical development. In the physical activity sessions, teachers arrange group activities and circuit games, during which they give brief prompts to help children

complete the movements. However, the feedback fails to target the areas where children have yet to grasp the skills. Teachers are advised to make good use of different strategies as guidance, including demonstration, subdivided movement sequence and teaching arrangement refinement, in light of children's performance so as to foster children's physical development. The school introduces review sessions for children to revisit the learning foci and invites children to share their artworks. Teachers may make prudent use of these sessions to help children collate and summarise play experience, hence further consolidating and extending children's learning.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established the SSE mechanism and collects views from various stakeholders to review the school work. When mapping out major concerns, the school could consolidate scattered activities to establish explicit task objectives while formulating corresponding success criteria based on the objectives. By doing so, the work plans can be implemented and evaluated more effectively, facilitating the continuous development of the school.
- 3.2 The management is required to lead teachers to keep on reviewing and revising the curriculum arrangement, devising adequate thematic learning content and improving the design of music activities. The school may carry out training and professional exchange to enhance teachers' skills in giving appropriate feedback during teaching. For instance, they may adjust the teaching pace and tactics immediately for taking care of children with special needs. Besides, the school must refine the practice of presenting children's social development in grades in order to improve the child assessments.