

School No.: 231576

Quality Review Report (Translated Version)

Sun Island English Kindergarten (Kwai King Branch)

**1/F, Kwai King Building, 31 Kwong Fai Circuit, Kwai Chung, New
Territories (Including Child Care Centre)**

22, 23 & 25 January 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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Dates of Quality Review: 22, 23 & 25 January 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 leadership team leads the school to tie in with the Education Bureau's training policy by actively encouraging teachers to pursue further studies. It also maintains close connection with other kindergartens under the same sponsoring body to develop the curriculum collaboratively. Taking teachers' qualifications and expertise into consideration, the management allocates staff duties carefully. With the clear distribution of work, the staff members are able to discharge their duties properly. The management arranges experienced teachers to collaborate with new recruits in an attempt to help the latter grasp their duties such as daily teaching work, so that they are able to adapt to their work promptly. The teaching team strives to grow together. It enhances professional capacity through daily meetings to share insights on teaching and knowledge gained from training, thereby promoting the development of the school with concerted efforts.
- 1.2 The school incorporates the School Self-evaluation (SSE) culture into its daily operation. Upon completion of the school year, the management steers teachers to review the school's performance and formulate the work plans for the next year through collective discussion. Last school year, the school took arousing non-Chinese speaking (NCS) children's interest in language learning as the major concern. It provided teachers with training to enhance their skills in teaching and designing games in language corners. This school year, the school brings in professional support to enhance teachers' ability to design activities for the purpose of promoting free play. The school also reinforces moral education in accordance with children's developmental needs. Building on the experience of implementing the major concern in the last school year, the school carries on the plan in the current school year and improves the strategies. The school capitalises on external resources to promote its development work. The teaching team works together to implement the plan pragmatically. It makes timely reviews and revises the strategies, with a view to enhancing the effectiveness of the plan.
- 1.3 The school cares about children's diverse needs. It arranges teachers to participate

in training and provides referral and appropriate support services to children with special needs. The school keeps contact with community organisations for their interpretation services to strengthen communication with NCS parents. In addition, it encourages NCS parents to take part in activities about understanding the community with their children to learn more about local life and education. The school has followed up the recommendations of the previous Quality Review (QR) by enhancing parent education. It facilitates parents' understanding of child development and parenting skills through channels including parent seminars, distributing information sheets about parent education, etc. The school introduces various resources to support children's diverse needs. Parents' support and trust for the school lay the foundation for home-school cooperation.

2. Learning and Teaching

- 2.1 The school makes reference to the curriculum outline of the sponsoring body and takes children's abilities, interests and learning needs into account to adjust the curriculum content. It designs activities according to children's life experience. The curriculum is comprehensive that it considers children's developmental needs in attitudes, skills and knowledge. The school properly taps community resources to arrange visits, festive celebrations and experiential activities in accordance with the learning themes, which is conducive to enriching children's learning experience. The school also arranges project activities for children in which teachers devise the exploratory themes together with children to enhance their learning motivation. As the school pays attention to children's moral development, fostering children's moral development was taken as its major concern in the last school year. It implemented the "Good Behaviour Award Scheme" to encourage children to behave well and invited parents to record their children's performance at home. With concerted efforts, the school collaborated with parents to nurture children's moral development. The school continues the plan this school year. It improves the activity format to solicit support from more parents. As observed, children are obedient and courteous, demonstrating good social development. The results of the plan are seen gradually.
- 2.2 The school has followed up the recommendations of the previous QR and made reference to the guidelines of its sponsoring body to reduce the amount of writing in homework in a step-by-step manner, which is on the right track. However, the current homework for K3 classes is still too demanding and fails to meet children's

abilities and learning needs. The school is required to make continuous improvement. In regard to the daily schedule, the school is able to arrange adequate physical, art and free choice activities for children every day, yet the music time for some of the classes is not enough. The school must review its daily schedule arrangement to ensure that children have sufficient time to engage in music activities every day. The school arranges three weeks of primary one simulation activities to help K3 children get prepared for transiting to primary one. That said, those children are not given enough time to take part in music, physical and free choice activities daily while some of the learning content is too difficult, which does not tally with children's learning needs. The school must review and revise the practice to arrange appropriate activities for children in order to facilitate the interface between kindergarten and primary school.

- 2.3 The school cares about the learning of Chinese for NCS children and puts effort to arouse their interest in learning Chinese. The school has participated in professional support programmes actively, co-organised activities with external parties in support of NCS children's learning and arranged training for teachers in recent years. Teachers are able to adjust the curriculum content and design language teaching aids with different levels according to the abilities of the NCS children, with a view to catering for their differences. Some teachers use different techniques to help NCS children grasp the meaning in Chinese, such as repetitive prompts, body language, etc. They also praise and encourage NCS children in a timely manner to enhance children's confidence in speaking Chinese. The foundation of supporting NCS children to learn Chinese is established by the school to some extent. The school is advised to further consolidate the strategies that assist NCS children in learning Chinese and use them as reference for designing language activities in the future, thereby catering for children's diverse needs.
- 2.4 The school targets to enhance children's ability in self-directed learning. It set aside a free play corner from the common venue of the school in the last school year. Large blocks, toys, etc., were placed while children were arranged to engage in play activities there. This school year, the school takes promoting free play as the major concern. As observed, the school arranges different types of games in the venue of physical activities. Children select the games to play according to their interests. They pile up large blocks to construct various buildings cooperatively; draw paintings with water-colour paint brushes to express their aesthetic creativity; and team up to play toys to learn sharing and social skills. The process of the activities

is relaxing and pleasurable. Interaction among children is abundant, which is conducive to promoting their social development. The project is currently at an initial stage and its effectiveness is seen preliminarily. After finishing the play activities, teachers round up with children to enhance interactive learning and the learning effectiveness. The direction is on the right track. Yet, some teachers do not provide adequate opportunities for children to share their thoughts, which undermines the effectiveness of interactive learning. Moreover, the learning effectiveness is reduced due to the noise disturbance caused by the physical activities nearby that distracts children's attention. When concluding the activities, teachers are required to ensure that children have ample opportunities to express themselves and take note of the venue arrangement for children to share their thoughts in an appropriate environment.

- 2.5 The curriculum management mechanism of the school is in smooth operation. The management is responsible for curriculum coordination. It has meetings with teachers to discuss the arrangement of teaching activities and make concrete suggestions. It also monitors curriculum implementation and provides appropriate support through lesson observation and scrutinising teaching documents. Upon completion of a learning theme, teachers review the effectiveness of the activities. Some teachers are able to make reference to children's performance as evidence of their teaching effectiveness and make concrete suggestions for improvement so as to inform the curriculum. The management consolidates the views of teachers of different grade levels and reports the areas for improvement to the sponsoring body systematically for future reference. The school arranges teachers to conduct peer lesson observation and participate in lesson observation co-organised with other kindergartens under the same sponsoring body. Such arrangement is effective in providing teachers with more opportunities for professional exchange and enhancing their ability in teaching evaluation.
- 2.6 The school displays children's work or photos in classrooms, corridors, etc., which is conducive to fostering children's sense of belonging to the school. Teachers design the learning environment in classrooms in accordance with the learning themes. They set up various types of learning corners with a wide variety of learning materials for children to engage in exploration and creation activities, thereby arousing their interest in self-directed learning. Children are generally devoted to the free choice activities. They like reading stories with peers, observing flowers in the exploratory corners together, or wearing different countries' New Year

costumes in the thematic corners. Children pack and put back the learning materials properly after the activities. Some of them record the corner activities that they have joined by themselves, demonstrating good self-management abilities.

- 2.7 Teachers are amiable. They give clear instructions and are well prepared for their teaching. They collect real objects, pictures, stories and multimedia information to assist in their teaching according to themes in order to enhance children's learning interests. Teachers often use positive phrases to encourage children. They give appropriate individual guidance in light of children's learning differences, and develop good rapport with children. During the whole-class activities, teachers provide children with opportunities to share and discuss in an attempt to foster interpersonal interaction. That said, teachers tend to guide children to get the preset answers without extending the discussion based on children's responses. Teachers could make use of open-ended questions to guide children to think and express their views in order to enhance the effectiveness of interactive learning.
- 2.8 The school assesses children's learning and development progress through continuous observation and record-keeping. It establishes learning portfolios to keep records of observation commentaries, child development assessment forms, children's artworks, etc. The information is taken as evidence of children's development progress to get parents informed of their children's learning performance in a concrete way. However, the relevant formative assessment information is given to parents only before the end of each school term. Thus parents are not informed of their children's all-round development and learning in a timely manner. The school summarises children's performance at the end of each school term, yet the school uses the mean value of daily observation data to obtain the summative assessment results, which fails to reflect children's actual performance effectively. The school should share children's continuous assessment information to parents at the right time and revise the approach of conducting summative assessment, so that it will be more effective for parents to grasp their children's development progress in different learning stages. The relevant information could also be used for reviewing the curriculum.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has developed the SSE culture and conducted SSE with the whole-school participation approach. The management is advised to guide the teaching team to collect stakeholders' views on the school's work so that they can evaluate the

performance of the school comprehensively and objectively. In this way, the management is able to understand the current overall performance of the school so as to formulate task objectives and success criteria that are more appropriate, thereby fostering the school to progress continuously.

- 3.2 The school has been actively improving the curriculum. At this stage, the management could guide the teachers to assess their teaching effectiveness according to children's performance and review the arrangement of the daily schedule, homework and child assessment, so that it could devise the related improvement measures with teachers and enhance the effectiveness of learning and teaching continuously. The school should also aim at helping children develop an initial understanding of primary school life and getting them ready to transit to primary school psychologically. Appropriate activities to facilitate the interface between kindergartens and primary school should be arranged accordingly.