

School No.: 555576

Quality Review Report (Translated Version)

**Sun Island Kindergarten
(Tung Chung Branch)**

**Shop K01, G/F Coastal Skyline, No 12 Tung Chung Waterfront Road,
Tung Chung, New Territories**

5, 6 & 15 October 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 5, 6 & 15 October 2021

- 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 maintains close liaison with the sponsoring body. Through attending regular meetings with the representatives of the sponsoring body and the principals of other affiliated kindergartens, the school's principal discusses with them the administrative work and explores the future development directions of the curriculum of the sponsoring body, which is conducive to promoting the school's continuous improvement. The management uses different channels to communicate with teachers and encourage them to express their views, so as to understand their needs and follow up on their suggestions. The teaching team consists of Chinese speaking and non-Chinese speaking (NCS) teachers. They are able to interact and cooperate with each other. They handle daily matters in a pragmatic manner in accordance with the duties assigned to them.
- 1.2 The school has put in place a school self-evaluation (SSE) mechanism. The management leads teachers to conduct SSE. They review the effectiveness of the work and discuss the major concerns of the next year in meetings. In last school year, the school's major concern was to enhance NCS children's learning effectiveness. The school joined an external support programme to help teachers understand the strategies of supporting NCS children to learn Chinese, with a view to improving the design and implementation of learning activities, which is conducive to enhancing teachers' professional competence. Besides, another major concern of the school was to support children's learning at home. The school utilised resources in an effective manner to purchase play materials and arranged teachers to design household games together to support children's learning at home. In this school year, the school builds on the experiences of the previous school year to continue to provide parent-child play materials to support parents to facilitate their children's learning. The school also devises a major concern in this school year to strengthen the effectiveness of children's learning through play and the work plan is still under development.
- 1.3 The school caters for children's diverse needs. Through daily observation, teachers

identify and refer children suspected to have special needs as early as possible, so that children can receive suitable support the soonest. The school provides thematic seminars and organises activities for parents, such as tea gathering and parent-child sports day, with a view to sharing parenting information with parents. The activities are conducted in different languages according to parents' backgrounds to cater for their needs. The school's arrangement is appropriate as it can encourage Chinese speaking and NCS parents to participate in school activities. The school promotes home-school cooperation and fosters children's healthy growth in collaboration with parents.

2. Learning and Teaching

- 2.1 The school designs the curriculum by adopting the outline developed by the sponsoring body's curriculum development team. The curriculum is comprehensive and covers all learning areas. In light of different backgrounds and cultures of children and teachers, the school organises diverse cultural sharing activities such as international cuisine day and expo day to invite children and parents to introduce their traditional dishes and costumes, in order to facilitate mutual understanding and create an inclusive culture. The school has developed an appropriate daily schedule with music, physical, art and free choice activity time every day, which is conducive to children's balanced development. That said, some learning content about early childhood mathematics and language for K3 children is too difficult, such as the column form of addition and subtraction for 2-digit numbers, use of pronouns and reading comprehension. The school must review the design of the curriculum and homework, and cancel the content which does not meet children's developmental needs. The school is also required to ensure the balance of the daily schedule during the kindergarten-primary transition activities for K3 children, so that children are provided with opportunities to participate in music, physical, art and free choice activities every day.
- 2.2 The school has put in place a curriculum coordination mechanism. The management understands the curriculum implementation through attending meetings, scrutinising curriculum documents and observing lessons. The management reflects their views on the curriculum outline to the sponsoring body in a timely manner and adjusts the schedule of the school-based curriculum. Teachers collaborate with one another to discuss the arrangement of teaching activities and review the effectiveness. During teaching review, teachers are able to briefly

describe children's performance. Yet, they seldom make analysis. Teachers are still required to examine their teaching effectiveness according to children's performance, and raise specific suggestions for improvement, so as to respond to children's needs in a timely manner. In this school year, the school sets a major concern to strengthen the effectiveness of children's learning through play. It has joined an external support programme but not yet devised clear task objectives. The management should lead the teaching team to better grasp the gap between the learning and teaching circumstances and the expected effectiveness, and achieve a consensus in terms of task objectives. The management should make good use of the school-based training to promote teachers' professional development and devise appropriate strategies, so as to improve the learning environment and teaching pedagogies in a step-by-step manner, thereby enhancing the effectiveness of children's learning through play.

- 2.3 To cater for NCS children's needs of learning Chinese, the school makes reference to the teaching materials developed by the sponsoring body and external organisations to devise schedule for each grade level. It also arranges Chinese activities every day to help NCS children develop listening, speaking, reading and writing abilities in Chinese in a step-by-step manner. Teachers articulate clearly when conducting Chinese activities with proper pace of speech. They also use body language to facilitate children's understanding. Teachers encourage children to recognise and read the target words and vocabulary or speak the sentences through storytelling, nursery rhymes and aural games. From observation, K3 children are able to understand teachers' instructions in Chinese and try to respond to teachers in Cantonese, being engaged in activities in general. K2 children begin to know how to respond to simple instructions while K1 children are still adapting to participate in Chinese activities. Overall speaking, NCS children generally communicate with peers in English, their motivation of learning and using Chinese is yet to be enhanced. Teachers are still required to take into account children's needs to create a more real-life Chinese language context and adopt different strategies flexibly, so as to increase NCS children's interest in learning and using Chinese.
- 2.4 Teachers set up interest corners in the school lobby and classrooms. They provide different kinds of toys and materials therein for children to play during free choice activities. Amongst them, fine motor games, art and craft corner, imaginative play corner, etc., are quite popular with children. Children like stringing beads and building blocks. They also draw and engage in imaginative play activities with

peers. Yet, the setting of exploratory corner, wall learning corner, reading corner, etc., is not appealing, which undermines children's motivation in participating in play and reading books. Teachers may create scenarios in the interest corners according to children's life experiences. They may also add diversified art and exploratory materials to make the games more interesting, so as to reinforce children's motivation of participating in play. The present book resources can also be better utilised to cultivate reading interest in children. Teachers should invite children to share their experiences and feelings after play, and give them positive feedback, so as to enhance their interest in learning. Currently, the school has neither provided teachers with catalogues of teaching materials and picture books nor resource manuals for their ease of reference. The school is recommended to provide teachers with relevant information so as to encourage them to make good use of the currently available resources to improve the learning environment.

- 2.5 Teachers prepare suitable teaching materials such as picture cards and puzzles before activities. They also invite children to bring a family photo to school for sharing, with a view to increasing children's motivation for expressing themselves. Teachers design simple games for children to learn different concepts and ask them questions to understand their thoughts. In general, children are willing to listen to teachers' instructions, and take the initiative to share their views. Teachers respect children's opinions. Yet, they may extend the discussion in light of children's experiences and interests in order to enhance the flexibility of teaching and inspire children to have further reflection. Teachers accept children with special needs, and provide them with individual care and support.
- 2.6 During music activities, teachers lead children to sing and strike percussion instruments. Some of the children are willing to participate and they like singing in particular. However, some of the children are not engaged in the activities. Teachers may further create a pleasurable learning atmosphere, give clear instructions, and guide children to feel the rhythms and melodies of music in a systematic manner, thereby facilitating their aesthetic development. In regard to physical activities, teachers arrange children to play on slides, play football, ride tricycles, etc., freely in the physical play venue. They also arrange skills training activities to provide children with opportunities to move their bodies. The amount of exercise is basically adequate. However, children's engagement in the skills training session is relatively low. Teachers seldom give guidance and encouragement to children in light of their needs. Teachers still have to improve

the design of skills training activities by adding more fun to the activities. They should also provide appropriate guidance for children during the activities. Besides, teachers should ensure an adequate space for the tricycle venue and teach children to avoid collision with one another.

- 2.7 The school develops learning portfolios for each child to keep record of thematic assessment, observation record, sharing of children's work and summative assessment of each school term. Teachers distribute the assessment reports to parents when each theme ends. The thematic assessment items cover all learning areas which can reflect children's learning performance to a certain extent. However, the school adopts the assessment system provided by the sponsoring body to develop summative assessment reports with very broad-brush descriptions for the assessment items. Also, the school indicates the summative assessment results by showing the average value of thematic assessment results, which does not truly reflect children's development in different stages. The school should review and revise the aforementioned arrangement.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school is still required to enhance the effectiveness of SSE and its development planning. It is necessary for the management to lead the team to conduct SSE by making effective use of the *Performance Indicator (Kindergartens)* to understand the school context more objectively and precisely, thereby drawing up focused and concrete task objectives, strategies and success criteria as the basis for assessing effectiveness of its work, with a view to promoting the school's continuous development.
- 3.2 The management still needs to continue to follow up the recommendations of the previous Quality Review by strengthening its professional leadership. The management should guide teachers to conduct effective teaching reflection based on children's performance and cancel the curriculum content which does not meet children's developmental needs. The management should also enhance teachers' teaching skills and improve the setting of learning environment so as to strengthen children's learning effectiveness and foster their proactive learning attitude. The school may provide catalogues of teaching materials and picture books or resource manuals for teachers' ease of reference, so that teachers can make good use of the currently available teaching resources to set up a fun-filled learning environment, thereby facilitating children's development in various aspects.