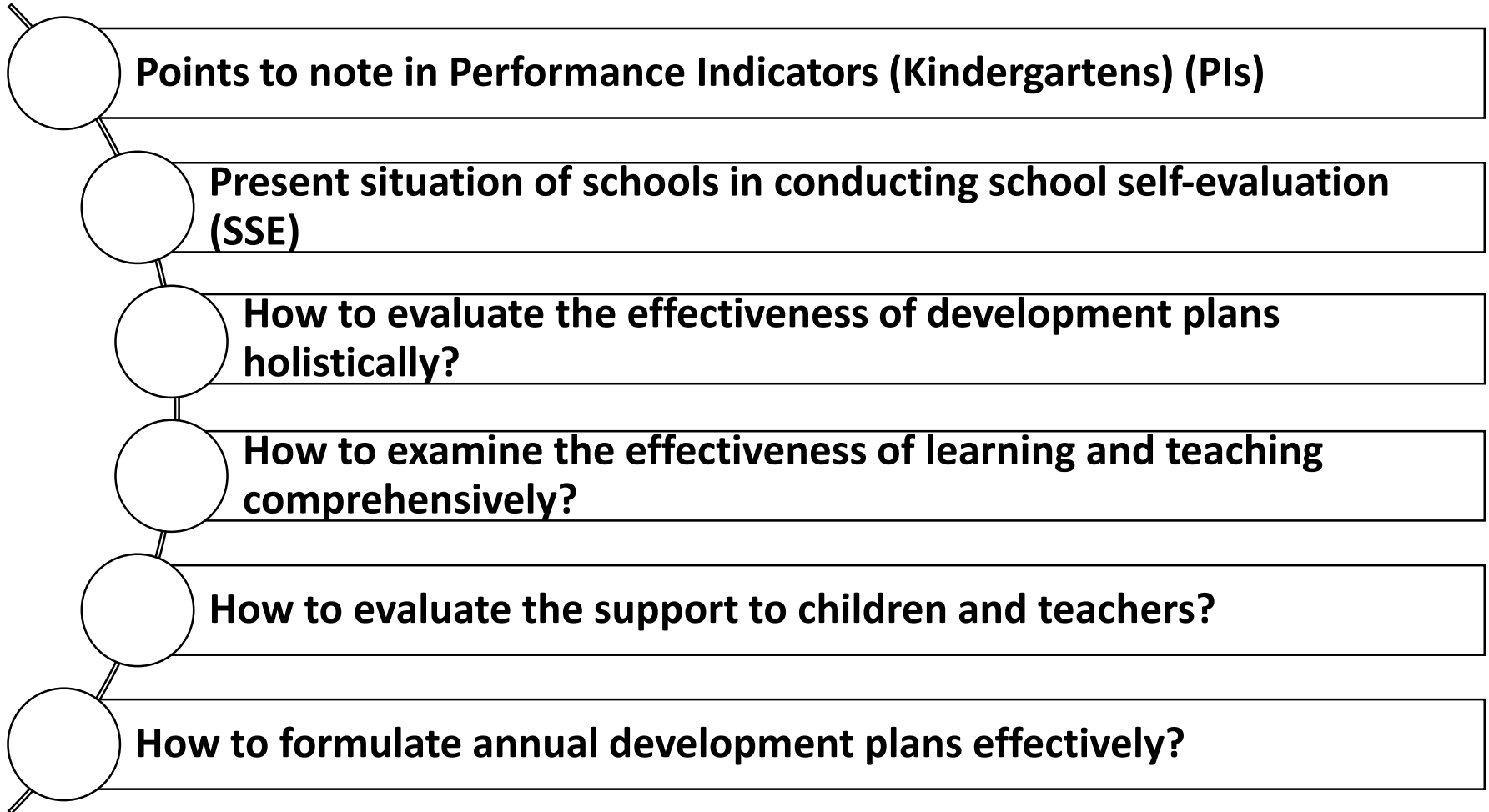


# **Promoting School Self-evaluation Briefing Session on Performance Indicators (Kindergartens)**

Kindergarten Inspection Section, Education Bureau

2018

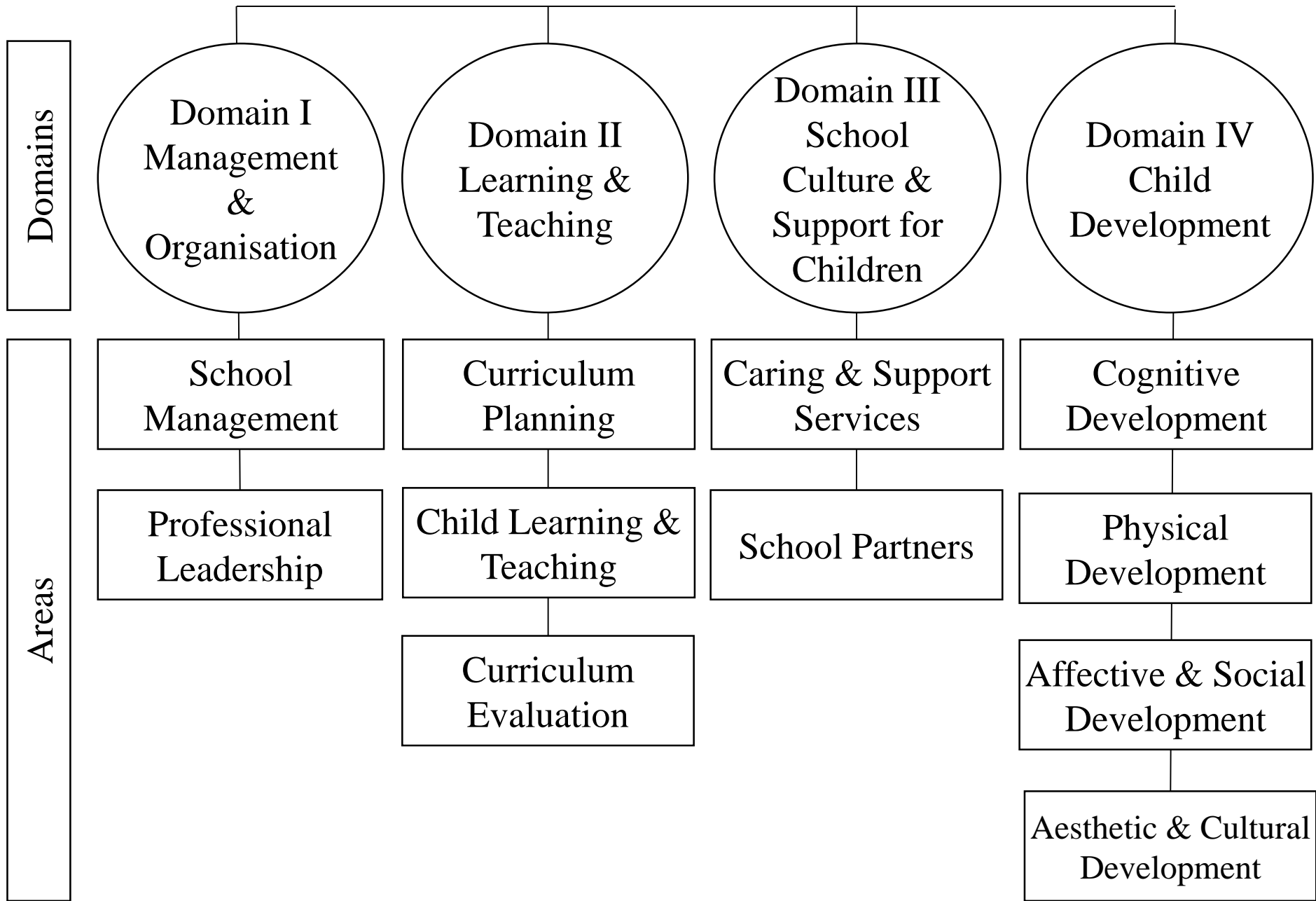
# Workflow

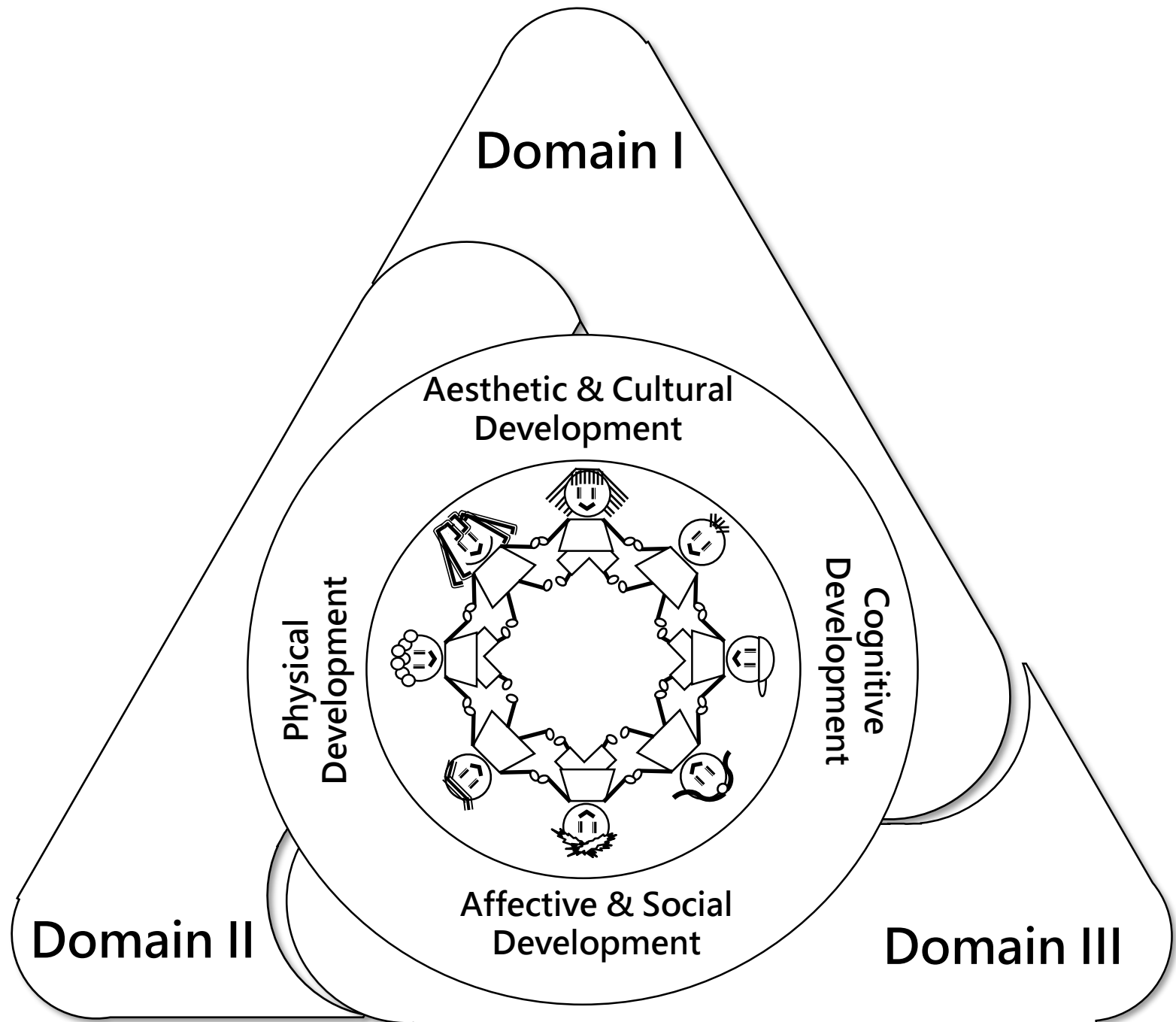


# Points to note in PIs

## Domains I - III

- Due emphasis should be placed on the overall performance of a kindergarten, after considering all the performance indicators and the descriptions for each aspect. No single indicator should be used in isolation in judging the performance of it. The interrelationship of the performance indicators should be taken into account.





# Points to note in PIs

## Domains I - III

- The “Guiding Questions” under each aspect aim at guiding kindergartens to evaluate themselves from multiple perspectives for the purpose of promoting diversified development. As every kindergarten is unique, the “Evidence of performance” is neither exhaustive nor prescriptive, SSE should be conducted with reference to the specific school context.
- As “Guiding Questions” do not correspond to “Evidence of Performance” individually, their numbers are not necessarily identical. Kindergartens are advised not to regard them as checklists or conduct assessment item by item, as that may result in overlooking the overall performance in a particular aspect.

# Points to note in PIs

## Domains I - III

- The key of using PIs lies in professional judgement and experience. Kindergartens should use and interpret them flexibly in accordance with the actual circumstances.

# Points to note in PIs

## Domains I - III

- In the course of pursuing quality kindergarten education, the performance indicators and their associated evidence of performance can be used as a tool to assess performance. They can also help reflect the stage of development of individual kindergartens. There are four levels of performance, namely “Excellent”, “Good”, “Acceptable” and “Unsatisfactory”.
- To avoid being fragmented and repetitive, and to retain flexibility in application, evidence of performance is still provided for the “Acceptable” and “Excellent” levels. The progression from “Acceptable” to “Excellent” implies that the evidence of performance for “Excellent” already covers that for “Acceptable”.

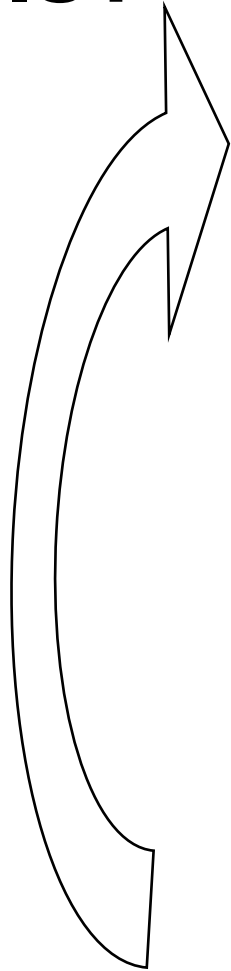


# Points to note in PIs

## Domain IV

- Child development is an incremental progressive process, and each child develops at his/her own pace and unique pattern. Therefore, the Performance Indicators for Domain IV only provide the developmental characteristics generally shown by children aged three to six who are receiving KG education. Examples are provided for each developmental characteristic, but they are not suggested outcomes that children at specified age should attain.
- While there are seven levels of developmental characteristics under each aspect, children may display more than one developmental characteristic simultaneously or exhibit some characteristics before others. Kindergartens may refer to these levels when planning their curriculum, but should not use them to assess children directly.

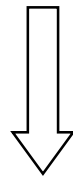
# How to conduct SSE with reference to PIs?



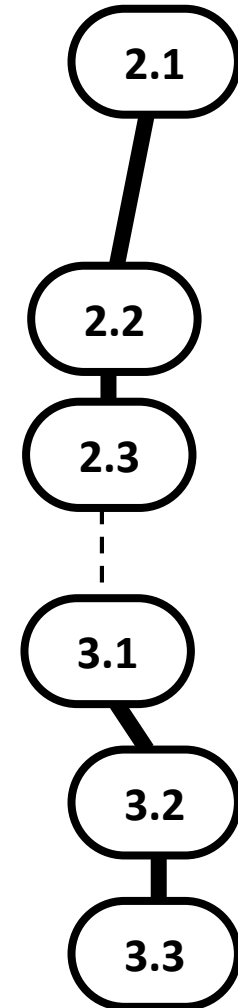
Reviewing the current work plan and school situation



Reviewing school development over the past school year



Building on foundation and taking into account the future changes, explore a direction for future development and plan the work for next school year



# How to conduct SSE with reference to PIs?

- Discuss the guiding questions
- Go through the evidence of performance
- Reflect the stage of school development with evidence
- Brainstorm recommendations for further development
- What other questions need to be considered by the school?

- **Domain II: Learning and Teaching**
- **Area: Curriculum Planning**
- **Performance Indicator 2.1: Curriculum Design**

Aspect 1: Curriculum Structure			
Guiding Questions:			
<ul style="list-style-type: none"> <li>• How does the school establish its curriculum goals?</li> <li>• How does the school work out the learning and teaching strategies?</li> <li>• How does the curriculum facilitate child development in all aspects?</li> <li>• How do the arrangements and planning of the curriculum suit the developmental needs, abilities, interests and experiences of children?</li> <li>• How does the school work out the daily schedule to foster the balanced development of children?</li> <li>• <i>What other questions need to be considered by the school?</i></li> </ul>			
Evidence of Performance			
Excellent	Good	Acceptable	Unsatisfactory
<ul style="list-style-type: none"> <li>• The school establishes the curriculum aims that are in line with the overall aims of kindergarten education in Hong Kong and the developmental needs of the school.</li> <li>• Child-centred learning and teaching strategies are embedded in the school curriculum, which appropriately addresses children's developmental characteristics and needs at different ages.</li> <li>• The curriculum facilitates the holistic and balanced development of children in the domains of ethics, intellect, physique, social skills and aesthetics.</li> <li>• The arrangements and planning of the curriculum allow children to learn through play and provide them with a</li> </ul>		<ul style="list-style-type: none"> <li>• The school curriculum aims align with those set out in the <i>Kindergarten Education Curriculum Guide (2017)</i>.</li> <li>• The learning and teaching strategies of the school facilitate the implementation of the child-centred curriculum.</li> <li>• The curriculum facilitates the development of children in the domains of ethics, intellect, physique,</li> </ul>	

**Professional judgment, understanding and consensus**

# School Report Template

## 2.1 Reviewing the Effectiveness of the Work Plan for the Current School Year

Objective of Major Concern ( ): .....

<b>Strategies and tasks of the work plan</b>	<b>Evidence:</b>
<i>Please explain the strategies and tasks that were implemented in the domains of “Management and Organization”, “Learning and Teaching” and/or “School Culture and Support for Children”.</i>	
<b>Comments on the effectiveness of the work plan</b>	
<i>From the perspective of promoting children’s learning, briefly comment on whether the objectives of the tasks were achieved with reference to the success criteria listed in the work plan and relevant data collected.</i>	
<b>Recommendations for further improvement/development</b>	

# Relationship between Part 2.1 and Last Year Work Plan

## 2.1 Reviewing the Effectiveness of the Work Plan for the Current School Year

(17/18 School Report)

**Objective of Major Concern ( ): .....**

Strategies and tasks of the work plan	Evidence
<i>Please explain the strategies and tasks that were implemented in the domains of "Management and Organization", "Learning and Teaching" or "School Culture and Support for Children".</i>	
Comments on the effectiveness of the work plan	
<i>From the perspective of promoting children's learning, briefly comment on whether the objectives of the tasks were achieved with reference to the success criteria listed in the work plan and relevant data collected.</i>	
Recommendations for further improvement / development	

## 3.3 School Work Plan for Next School Year

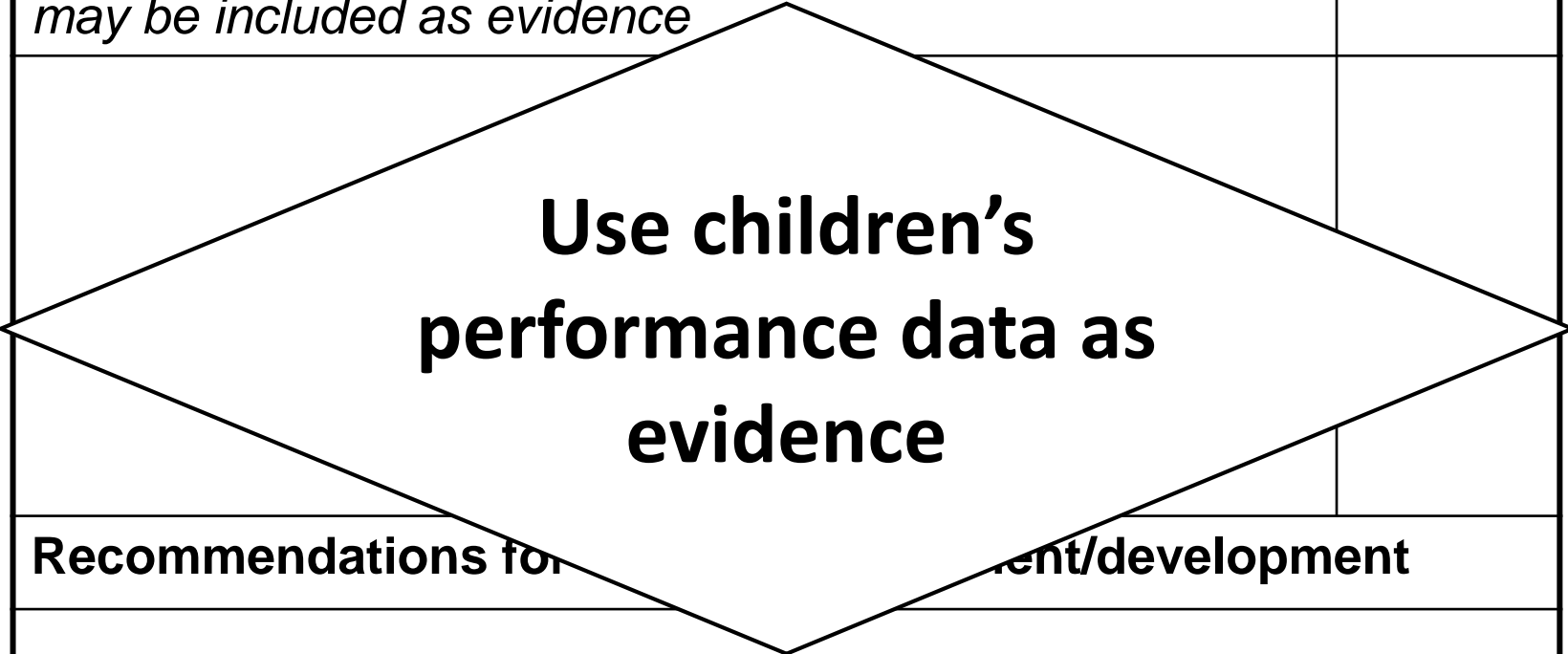
(Formulated in 16/17; Implemented in 17/18)

**Objective of Major Concern ( ): .....**

Task Objectives	Strategies/Tasks	Time Scale	Success Criteria	Evaluation Tools/Information	Person in Charge	Resources Required	Remarks

# How to examine the effectiveness of learning and teaching comprehensively?

## 2.2 Our Learning and Teaching

<b>Comments on the effectiveness of our work</b>	Evidence
<i>Please comment on the effectiveness of learning and teaching, and where appropriate, children's performance may be included as evidence</i>	
 <p><b>Use children's performance data as evidence</b></p>	
<b>Recommendations for improvement/development</b>	

# Domain II: Learning and Teaching

**P**

**I**

**E**

Area

Curriculum Planning

Child Learning and Teaching

Curriculum Evaluation

Performance Indicator

2.1 Curriculum Design

2.2 Teaching and Caring

2.3 Child Learning

2.4 Curriculum Review

Aspect

1. Curriculum Structure

2. Teaching Plans

3. Environment and Equipment

4. Planning for Assessment of Child Learning Experiences

5. Teaching Skills

6. Classroom Management

7. Child Learning Process and Performance

8. Reflection and Feedback



# How to evaluate the support to children and teachers?

## 2.3 Our Support to Children and Teachers

<b>Comments on the effectiveness of our work</b>	Evidence:
Other than the above comments, over the past year, what other support was made available for children and teachers to cater for changes in the school or service needs? Please provide a brief account and evaluate the effectiveness of the relevant measures.	
<b>Recommendations for further improvement / development</b>	



# How to formulate annual development plans effectively?

- Take self-evaluation results into consideration
- Survey school situation
- Investigate the needs of stakeholders
- Formulate comprehensive development plans
  - Objective of major concern that provides a direction for the work plan
  - Clear and specific task objectives
  - Related implementation strategies
  - Concrete success criteria

# Survey school situation

Key Work in Future	Foundation for Development	Opportunities / Challenges
1. Enhance teachers' competencies in creative language		
<b>For each key work in future, analyse the school situation and the needs of stakeholders from multiple perspectives</b>		
3. Strengthen the support for learner diversity		

# Formulate a comprehensive development plan

## Objective for major concern (1):

	Task Objectives	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Tools / Information	People in Charge	Resources Required	Remarks
1.		1.		a.	•	•	•	
		2.		b.	•	•	•	
		3.		c.	•	•	•	
2.		1.		a.	•	•	•	
		2.		b.	•	•	•	
		3.		c.	•	•	•	
3.		1.		a.	•	•	•	
		2.		b.	•	•	•	
		3.		c.	•	•	•	

# **Formulate a comprehensive development plan: Objectives**

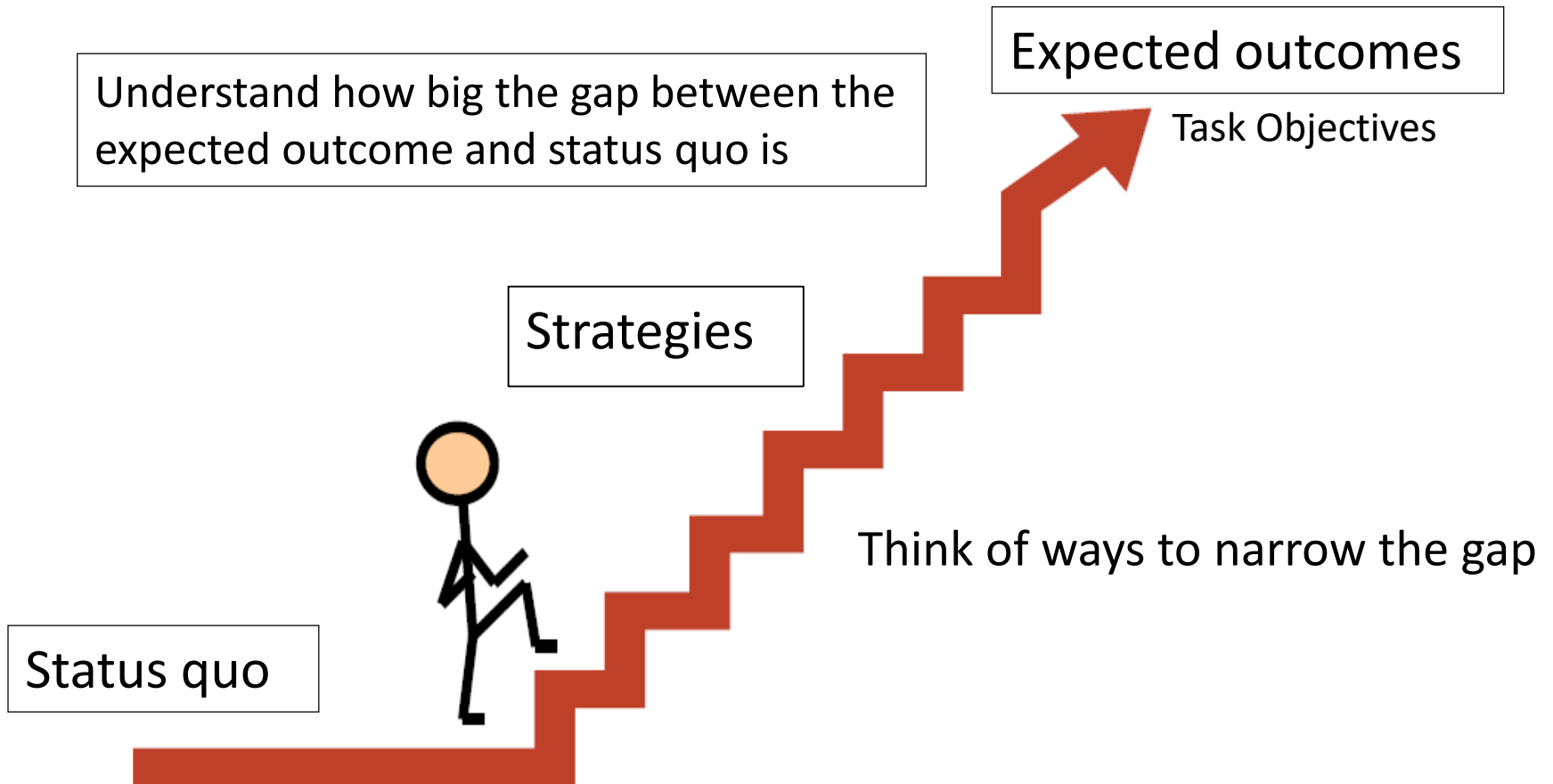
## **Objective for major concern**

- The overall objective of the work plan and provide a direction for the whole plan

## **Task Objectives**

- More detailed and specific
- Allow the overall objective of the plan to be achieved in a more precise and systematic manner

# Formulate a comprehensive development plan: Strategies



# Formulate a comprehensive development plan: Success Criteria

## Relevant to Task Objectives

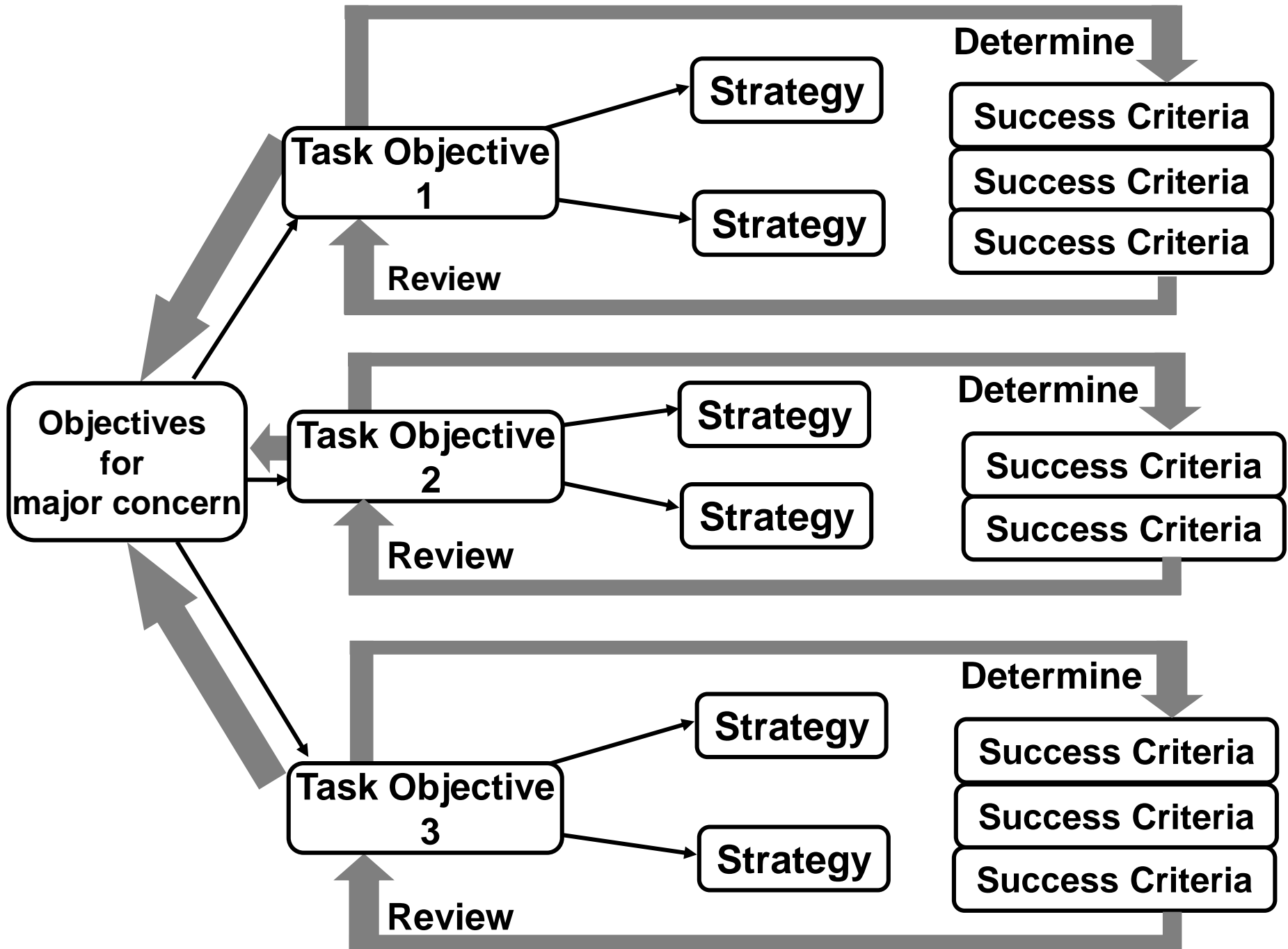
- Success criteria should reflect the extent to which objectives are achieved instead of whether the strategy was successfully implemented

## Concrete, measurable or observable

- The expected outcomes should be measurable or observable. A collection of qualitative or quantitative data can be used as the evidence for the achievement of objectives.

## Reasonable and achievable

- School's situation and the current stage of development must be considered in order to come up with a set of reasonable and achievable success criteria.



# Warm reminders

- Make good use of existing tools/information
- Review and adjust the plan timely