

School No.:618527

Quality Review Report (Translated Version)

Guideposts Kindergarten (Nam Cheong Branch)

**G/F, Hoi Wing House, Hoi Tat Estate,
38 Sham Mong Road, Sham Shui Po, Kowloon**

7, 8 & 10 February 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 7, 8 & 10 February 2023

- 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 been established for two years. Under the support and guidance of the leadership team, the school has laid a foundation in different areas of work. The leadership team keeps abreast of the development trends of kindergarten education and fully understands the actual situation and needs of the school by attending meetings regularly and visiting the school frequently. It also leads the school in making cooperative effort to put forward its work including curriculum development, teacher training as well as care services, thus performing the roles of managing and monitoring the school effectively. The management is familiar with the mission and culture of the sponsoring body. Members of the management cooperate closely and provide assistance to teachers in aspects of administration and teaching. The school places strong emphasis on the professional growth of teachers. It strategically arranges suitable training and organises joint-school teaching observation activities according to the development needs of the school and teachers, and through measures such as sharing, lesson observation and reflection among peers to proactively enhance the professional competence of the teaching team. The management creates with teachers a working atmosphere for candid communication and mutual understanding. The teaching team works together to drive the school to move forward with concerted effort.
- 1.2 At the early stage after the school's establishment, the management helped teachers grasp the rationale of planning, implementation and evaluation and acquire the self-evaluation skills through meetings. The management also led the teaching team to review the school work in different areas with reference to the *Performance Indicators (Kindergartens)*, understand the needs of children and discuss the development priorities of the school, so as to formulate the annual development directions. The school has regarded promoting children's physical development and increasing their interest in reading as the major concerns in recent years. The school first purchased teaching resources and revised the daily schedule, and then

implemented appropriate strategies in the areas of activity design, teacher training and home-school cooperation. All tasks were implemented smoothly.

- 1.3 The school cares for and accepts children's diverse needs. It has an explicit identification and support mechanism for observing and recording children's actual performance in a systematic manner, as well as making referrals and following up aptly. The management makes use of its professional expertise to offer individual guidance to children who are pending assessment. At the same time, it introduces external professional services to enable children in need to receive appropriate support. To help newly admitted children adapt to school life the soonest, the school plans a series of activities prior to the start of the school term. It lets children familiarise themselves with the school environment through games, reports to parents on their children's performance at school and follows up accordingly, helping children integrate into school life progressively. The school puts emphasis on home-school cooperation and maintains liaison with parents through daily drop-off and pick-up sessions, parents' days and phone calls. It also invites parents to be volunteers to assist in implementing activities at the school, thereby understanding their children's learning. The school utilises external resources to arrange various parent education seminars for parents to improve their child-rearing skills. Parents trust the school and recognise its education rationale. They participate in the school activities actively and join hands with the school to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 By referring to the curriculum information of the sponsoring body, the school designs an integrated curriculum using themes that are related to children's life experiences and interests. The content is comprehensive and balanced as it covers all learning areas. The school puts much effort into fostering children's moral development through a wide range of activities like morning assemblies, religious activities and parent-child award schemes to help children cultivate positive values and attitudes such as filial piety and respect for others. Meanwhile, the school lets children of all grade levels take turns serving as little leaders or little teachers so that they can learn to be caring and assist their peers and teachers, practising good behaviour in daily life. The daily schedule of the school is well-planned as children have sufficient time to engage in music, physical, art and free choice activities every day. The activities are diversified which facilitate children's whole-person development.

- 2.2 The school devises the assessment content of children's learning experiences based on the curriculum aims. It sets out the assessment criteria clearly for teachers to evaluate children's performance objectively. Teachers continuously observe and record children's learning and development in all areas. They develop learning portfolios for children by compiling children's work and activity observation records and inform parents of their children's development at various stages in a timely manner. The school uses the assessment information to follow up on the learning of individual children, facilitating parent's further understanding of their children's needs and providing them with suggestions on supporting children's development. The school keeps improving the assessment policy of children by consolidating the assessment tools and refining the assessment items. Parents are invited to observe their children at home. However, the school must review the appropriateness of some of the assessment items that are related to children's performance in different learning areas, and revise them accordingly, with the aim of understanding children's attitudes and habits towards life from multiple perspectives.
- 2.3 The management attends the joint-school curriculum meetings of the sponsoring body to collaboratively deliberate curriculum design and share implementation strategies with the representatives of peer schools while making adaptation to the learning content according to the school's context. The teaching team engages in joint-school activities to discuss curriculum planning and activity implementation. This provides teachers with opportunities for mutual learning and helps build a professional exchange culture effectively. The management leads teachers in drawing up teaching plans and provides advice and guidance to teachers by conducting lesson walkthroughs, observing lessons and attending curriculum meetings. The management also provides in-class assistance and support with teaching demonstrations, so as to enhance the teaching effectiveness. Teachers evaluate whether children have achieved the learning objectives in the teaching reviews. They are advised to examine the areas for improvement in accordance with children's learning performance and set out corresponding follow-up measures in order to strengthen the effectiveness of teaching reviews, thereby fostering the learning effectiveness of children.
- 2.4 The school has regarded promoting children's physical development as its major concern. In addition to purchasing a variety of equipment and increasing the time for physical activities, teachers make good use of the spacious play area and meticulously design activities that include an adequate amount of physical exercises

and are suited to children's abilities. For instance, teachers conduct circuit games to strengthen children's skills in balancing, jumping and climbing. Some teachers are also capable of simplifying the more complex movements into easy steps for children to grasp the teaching objectives of the physical activities progressively, thus enhancing the learning effectiveness. Teachers purposefully add elements of free exploration into the physical activity sessions for children to select equipment and design the rules of games on their own. As observed, children are energetic and actively engaged in the activities with enthusiasm. They are eager to make attempts and willing to create new playing methods, demonstrating good gross motor and body coordination skills. Besides, teachers observe children's performance carefully in the course of events, assisting children in improving their techniques in a timely manner while also reminding them to be safe. Upon the completion of activities, teachers invite children to share their experiences of play and their favourite games, or difficulties encountered during the activities, with a view to helping them organise and consolidate their learning. To drive continuity of the plan, some teachers may illustrate the procedures and implementation strategies of the physical activities in the teaching plans to aid in accumulating and passing on experience among team members.

- 2.5 The school has committed to nurturing children's interest in reading by increasing the quantity and variety of books available for parents to borrow with their children at school, encouraging parents to read with their children under the parent-child award scheme. It also invites parents and K3 children to tell stories and explain the content of books, such that children can feel the friendly sharing of their parents or peers and thereby enhancing their interests in reading. In addition, every classroom has a cosy book hut where puppets, soft mats and books are well-stocked to create a space that facilitates children's reading. During the free choice activity sessions, children take the initiative to go to the book hut and concentrate on reading. They read the content carefully and are eager to introduce their favourite books or plots to peers. The atmosphere for reading is relaxing and joyful. The school adopts suitable strategies which effectively cultivate children's interest in reading. The result has been observed.
- 2.6 The school environment is neat and spacious. Teachers utilise children's artworks and photos to decorate the campus, showcasing children's vibrant school life. The campus is equipped with a little garden and a corner related to ocean habitat for children to observe and look after plants and fish, so as to instil in children attitudes

of appreciation and cherishing nature. Teachers fully leverage the space in classrooms and indoor play areas to set up various learning corners that are furnished with plentiful and diversified materials to stimulate children's active learning. The school arranges for children of the same grade level to share the classrooms for the free choice activities to provide more activity spaces for them as well as encouraging children to play with peers from different classes, promoting their social development. Chinese musical instruments and folk costumes are placed in the common play area for children to be in touch with the traditional Chinese artifacts and learn about Chinese culture. It is observed that the activities of the exploration corners are attractive. Children are happy to conduct tests with an array of gadgets such as trying to use magnets to push magnetic cars to move forward. They enjoy imitating a hairdresser to style customers' hair or pretending to be a doctor to carry out consultations with patient. They are engaged in playing varied characters with peers. Through role-play, children are able to unleash their imagination and creativity and further develop social and communication capabilities. Teachers participate in children's play and aptly inspire children to make more attempts, which strengthen the effectiveness of learning through play for children.

- 2.7 Teachers are kind and amiable, and always wearing a smile. The teacher-child relationship is harmonious. Teachers conscientiously prepare learning materials according to the themes, making self-produced teaching aids or using pictures and real objects to supplement teaching and enhance children's learning interest. This enables children to construct knowledge through observation and hands-on experience. Teachers have good communication skills. They speak clearly and in a systematic manner. They respect children and listen to their thoughts patiently. Teachers always guide children to give comments and share experiences, creating a learning atmosphere in which children actively express their views and are happy to communicate. Teachers are able to observe children's performance and offer timely assistance during teaching. They are recommended to pay more attention to children's mastery of some learning content, in order to adjust the teaching strategies flexibly for achieving better learning outcomes.

3. Recommendations for Enhancing Self-improvement of School

The school has already built a school self-evaluation mechanism at the early stage of its establishment. It has been striving for advancement in the area of learning and teaching

proactively and has achieved results in promoting children's physical development and cultivating children's interest in reading. The management may strengthen teachers' skills in conducting teaching reviews and make good use of children's performance and assessment information to evaluate the effectiveness of the work plan more productively.