

School No.: 158658

Quality Review Report (Translated Version)

Guideposts Kindergarten 2nd Branch (Kin Sang Estate)

**G/F, Wings A & B, Yu Sang House, Kin Sang Estate,
Tuen Mun, New Territories**

22, 23, 24 & 26 October 2018

**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, 24 & 26 October 2018

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 operating smoothly under the steering of the leadership team. The authorities and responsibilities of the school team are clearly defined. All members collaborate closely and display team spirit. The leadership team scrutinises school documents and teachers' reflection, and visits the school regularly to keep in contact with teachers. The leadership team is familiar with the school's current situation and needs, and is able to provide guidance and support to the teaching team in a timely manner. The school discusses administrative matters and conducts collaborative curriculum planning at the meetings with other schools under the same sponsoring body, which enables the school to solicit their concerted professional capacity in taking forward the sustainable development of the school.
- 1.2 The school attaches great importance to teachers' professional development and sets goals with teachers to encourage their active participation in training programmes. The school identifies teachers' training needs through lesson observation, interviews and questionnaires. To tie in with its development plan, the school arranges appropriate seminars and workshops to help teachers keep abreast of the trends and principles of curriculum development, and also to enrich teachers' pedagogical knowledge. As the school commits itself to establishing a learning community, teachers discuss the lesson plans and demonstrate their teaching at the inter-school co-lesson planning meetings. Teachers also participate in cross-school visits and lesson observation for exchange of good practices so as to enhance the effectiveness of teaching and learning.
- 1.3 The school fully understands the rationale of School Self-evaluation (SSE) and is able to practise SSE in its routine work. The school has followed up the recommendations of the last Quality Review by making use of the information obtained from child observation to inform their work for continuous improvement in the quality of education and services. Last year, the school set cultivating teachers' positive attitude, implementing life education, refining the child assessment system

and establishing the parent-teacher association as its major concerns. The school was able to set task objectives and devise concrete implementation strategies. An appropriate action plan was in place. This year, the school has continued to implement life education and also infused play into daily teaching activities. Taking into account of its prior experience, foundation, resources and current opportunities, the school is able to plan its work thoroughly. The school continues to review the effectiveness of its work, takes follow-up actions and adjusts the strategies in a timely manner, which are conducive to achieving the expected goals.

- 1.4 The school upholds the goal of its sponsoring body in “education for all” and accepts the diverse needs of children. The school keeps proper records of children with special needs, makes timely referral and takes follow-up actions for them accordingly. The school is also keen to tap community resources to strengthen support for children in needs. The school has been admitting non-Chinese speaking (NCS) children and it arranges relevant training for teachers. Teachers design various learning and support activities for NCS children to facilitate their early adaptation to and integration into school life. Furthermore, the school has been forming some NCS parent groups, and helps NCS parents organise into a network in which they can support each other. The needs of NCS parents can be effectively attended to.
- 1.5 The school attaches great importance to home-school communication. To deepen parents’ understanding of its development and the curriculum, the school invites parents to participate in lesson observation and interviews. The school also introduces the rationale of its major concerns to the parents and shares with them children’s work through newsletters. The school organises diversified seminars for parents to enhance their parenting skills. Last year, the parent-teacher association was established. The association has been co-organising activities such as sharing sessions on children’s smooth transition to primary one with the school, through which home-school communication and collaboration are strengthened. Parents trust the school and have become key partners for the school’s steady development.

2. Learning and Teaching

- 2.1 The school implements a child-centred curriculum, with learning content under different learning areas organised by themes. The curriculum is comprehensive and relevant to children’s daily lives. To meet the needs of children in different developmental stages, the school purposefully designs activities that foster children’s

body coordination and concentration for K1 classes to enhance their body controlling ability. In addition, appropriate language activities have been devised for K2 and K3 classes to provide children with more opportunities and boost their confidence in using language through nursery rhymes, teaching aids and corner activities. With the intention to arouse children's interest in reading, the school has purchased new picture books and improved the arrangement of book borrowing this year to encourage children to read more. Children are given the opportunities to take part in whole-class, group and individual activities every day, they may also join the mixed-class or mixed-age play activities every Friday, which is conducive to their social development. Children have ample opportunities to participate in various activities daily, time assigned for music and physical activities of K3 classes is however slightly inadequate on a particular day of the week. The school should adjust the daily schedule and arrange adequate music and physical activities for children to relax their bodies and minds on a daily basis, thus fostering their balanced development.

- 2.2 The school upholds its mission in cultivating children's moral and spiritual development. In recent years, the school has been actively implementing life education to cultivate children's positive thinking through story reading, sharing at morning and afternoon assemblies, as well as launching the good behaviour award scheme, etc. Furthermore, the school has strengthened parent education to encourage parents to appreciate their children's behaviour and performance. Parents agree with the rationales of the programme and are willing to join hands with the school in fostering children's healthy development. As observed, children are friendly, energetic and sociable. Children with different abilities and cultural backgrounds get along well with one another, showing that they are good at social development. Children pack their own belongings and materials voluntarily after activities, their good self-care abilities are demonstrated.
- 2.3 This year, the school has been promoting free play by providing children with various types of blocks to further enhance their creativity and problem-solving skills. Teachers design authentic themes to help children connect learning with their daily experience, and allow children to construct the things and contexts that they have encountered in their daily lives with imagination. Children show interest in the play materials and activities. Some children share their work with the peers after the construction games. Their ideas are full of imagination. Children are eager to take part in the activities, teachers could yet establish some rules together with the children to foster their cooperation and interaction, thereby accumulating learning

experience from the play activities.

- 2.4 The school assesses children's learning and records their stages of growth holistically to provide parents with timely feedback through continuous observation of children's performance, collection of their work and inviting parents to share children's daily living habits. Teachers evaluate the curriculum design and follow up children's individual needs with reference to the assessment results. Last year, the school refined the assessment system as one of the major concerns. The school has been collecting children's assessment information more systematically and enhancing teachers' ability in organising and analysing relevant information. This year, the school has further improved the child assessment system. Teachers formulate the assessment criteria collaboratively, leading to a more objective evaluation of the learning and developmental performance of children at different class levels to inform teaching.
- 2.5 The school designs, regularly reviews and refines the curriculum in collaboration with the kindergartens under the same sponsoring body. The management displays the role as curriculum leaders effectively by monitoring the implementation of the curriculum and providing timely teaching guidance to teachers. The management takes forward curriculum development through scrutinising teaching documents, participating in curriculum meetings, conducting lesson observation and walking through learning activities. Teachers have established the habit of reflecting their work, they collate and follow up different suggestions on the curriculum at the class-level meetings. The information can also be served as a reference for inter-school review meetings and forms the basis for curriculum revision. With a well-developed mechanism for curriculum management, the school is able to put the belief of SSE, viz. planning, implementation and evaluation, into practice so as to improve the curriculum continuously.
- 2.6 Teachers set specific learning goals for teaching activities and can always make good use of teaching aids such as pictures, multimedia, real objects, etc., to arouse children's learning interest. Teachers communicate effectively with children and always encourage children to express their views. They listen patiently and respond to children's thoughts promptly. This year, teachers have been following up the results of curriculum evaluation and are adjusting the teaching strategies by more frequent use of questioning and story context, etc., to stimulate children's thinking and solicit their views. Children have abundant ideas and can respond to teachers' questions in a clear and orderly manner. Teachers care about children's diverse

needs. They adapt learning content in accordance with children's needs. They also deploy different pedagogies and individual support strategies to facilitate children's learning.

- 2.7 The school makes good use of its space, enough area is set aside for children to participate in gross motor activities. With diversified corner activities designed by teachers in the classroom, children are able to choose different activities freely, hence developing various abilities and attitudes through play. In addition to walking through classes to observe children's activities, some teachers join children's play activities and invite children to share their work. This encourages children to appreciate and learn from one another. Children like joining the corner activities, they either attentively manipulate teaching aids that can train their fine motor skills, or imitate daily lives with their peers excitedly at the family corners, creating a good learning atmosphere. Children record their participation in the corner activities upon completion while teachers analyse children's preferences to review the design of corner activities. It is noted that the materials provided for children to create craftwork are not much diversified. Teachers are advised to add or change the materials in good time to arouse children's interests and inspire their ideas in creation.

3. Recommendations for Enhancing Self-improvement of School

With reference to the experience in curriculum development and relevant evaluation results, the teaching team is able to formulate development plans for continuous refinement in curriculum design and content, as well as teaching strategies and child assessment system to keep the school curriculum up-to-date. Building on the solid foundation, the management may continue to lead teachers to actualise the rationale of SSE and explore the directions for the school's sustainable development to foster the ongoing enhancement of the effectiveness in learning and teaching.