

School No.: 523526

Quality Review Report (Translated Version)

Sun Island English Kindergarten (Lok Man)

**1/F., Block F, No. 152 Kau Pui Lung Road, Lok Man Sun Chuen,
Kowloon**

8, 9 & 11 January 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 8, 9 & 11 January 2024

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 exchanges experiences regarding curriculum development, administrative affairs and other aspects with the affiliated schools of the organisation through working meetings. They work together to arrange joint-school teacher professional development and parent-child activities to strengthen the liaison and collaboration amongst the affiliated schools, facilitating the steady development of the school. Upon taking up the post in the last school year, the principal has arranged together with the team the teaching resources and document storage for teaching staff's easy access. There have been frequent personnel changes in the teaching team in recent years. The management explains work requirements during meetings to assist newly recruited teachers in adapting their work the soonest. The management also organises training activities which tie in with the development foci of the school for teachers to learn relevant expertise. The appraisal system of the school helps teachers understand their own strengths and weakness as well as their performance at work. The school allocates tasks according to teachers' experience and capabilities so that teachers can give full play to their strengths. Its daily operation is also smooth.
- 1.2 The school has followed up on the recommendations of the previous Quality Review earnestly to improve the curriculum and daily schedule arrangements and revise the policy of child assessments. The school self-evaluation (SSE) mechanism is in place in the school. The management lets the teaching team gain a better understanding of SSE through internal sharing while formulating development directions by referring to stakeholders' surveys and children's performance. In the last school year, the school regarded promoting the physical development of children as its major concern. The school reviewed the planning and usage of venues with an aim to providing more space for conducting activities. In this school year, the major concern of the school is raising children's learning motivation and opportunities for expression. With strategies like teacher training and teaching

design enhancement, the school enhances the learning motivation of children and provides them with more opportunities to express themselves. The strategies match with the objectives and the deployment is appropriate to implement the work plans in an orderly manner.

- 1.3 Children from different cultural backgrounds have been admitted by the school. The school strives to create a learning atmosphere of mutual respect and inclusion to facilitate children to learn. The school distributes English school notices and assessment information to non-Chinese speaking (NCS) parents so that they are informed of the school affairs and their child's learning. Vegetarian meals are also available to meet the dietary needs of children. Teachers furnish NCS children with Cantonese pronunciation materials and translations of learning materials to help children learn Chinese at home. The school has an identification and referral mechanism to take care of children with learning needs. For supporting newly admitted children, the school allows parents to stay with their children in classes and extends the adaptation period for individual children to help them integrate into school life. The school carries out parenting seminars and parent-child activities for parents to know about child development and parenting skills. In tandem, the school invites parents to be volunteers, including provision of assistance in visits. NCS parents set up hand-painting stall on the Cultural Day. Parents and school have established a foundation for cooperation.

2. Learning and Teaching

- 2.1 The school and the affiliated kindergartens under the organisation jointly develop teaching materials. They connect all learning areas with real-life themes to cultivate children's value education, skill and knowledge development. In respect of implementing national education, the school incorporates moral elements such as showing respect, observing rules and being grateful into learning themes. These help children learn to respect each other and be a good citizen, in addition to creating an inclusive atmosphere. The school conducts the national flag raising ceremony on important days, during which children demonstrate the warranted etiquette and attitude to build a sense of national identity. Children have sufficient time to take part in music, physical, art and free choice activities at the school with a balanced daily schedule.
- 2.2 The school adopts continuous observation to assess children's learning experiences.

Teachers devise assessment items which align with the learning objectives and specific assessment criteria. The assessment content and methods are appropriate. The school creates learning portfolios for children to retain thematic assessment forms, observation records, children's works and so forth, as evidence of their growth. Teachers keep parents informed of children's learning regularly while parents share children's performance at home such that teachers and parents exchange views with each other and jointly cater for children's needs. Teachers make use of the child assessment information which serve as reference for teaching adaptation.

- 2.3 The school has established a curriculum management mechanism. The management and teachers discuss the learning foci, activity design and environment set-up through regular meetings. In tandem, the management keeps track of the effectiveness of curriculum implementation by conducting classroom walkthroughs. Teachers have post-lesson reviews and make suggestions for improvement in light of children's situation. At the end of a school term, the management leads teachers to consolidate teaching reflections and suggestions to inform curriculum planning. However, some of the suggestions are rather general. The management should lead teachers to think about corresponding teaching objectives, activity design and teaching strategies, and enhance the learning and teaching effectiveness through practice.
- 2.4 The school regards increasing children's learning motivation and opportunities for expression as the major concern of this school year. The school provides teachers with training related to play, encouraging them to design interesting learning activities that can arouse children's interest in learning. The management guides teachers to design activities for each learning theme that stimulate children's participation and reminds teachers to be less dominant in teaching in order to provide children with more opportunities to express themselves. Children are arranged to pay visits to their peers' home, pet gardens, etc., which helps them connect learning with their life experiences, and thus they are more motivated to express themselves. However, some class activities depend predominantly on teachers' instruction, with insufficient opportunities for children to express their thoughts. The management should steer teachers to strengthen child-child and teacher-child interactions so as to further enhance the effectiveness of the plans.
- 2.5 Teachers exhibit children's works in classrooms for children to learn from one another and appreciate while designing corner activities according to themes. As observed, materials were placed neatly in the corners for children's easy access.

Children chose activities and materials according to their own interest and needs and construct knowledge and learning skills through manipulation. In a simulated shop, children pretend to be customers and shop assistants for the sale games, during which their affective and social development are facilitated. Children explore with multiple senses. For instance, they observe and match patterns on cloth, or touch the textures of different types of fabric. Teachers walk through to observe children's activities and give support when needed. Teachers could place more diversified materials in the art and craft corners to inspire children's creative interest.

- 2.6 Teachers are amiable. They care for children and accept children's diverse needs. Teachers often utilise real objects and pictures to help children grasp the learning content in lessons. Teachers pose questions to guide children to express their thoughts and feelings. NCS children respond mostly in simple English. Teachers then interpret the responses into Chinese and ask NCS children to repeat after them with a view to providing more opportunities for NCS children to speak Chinese. The music activities tie in with the scenarios of thematic learning to engage children in activities. Children usually sing with the music and yet the activities lack variety. Teachers could design diversified music activities, including letting children enjoy listening to music and follow the beat to move rhythmically and sing, in order to enhance children's interest in music. With respect to physical activities, teachers make demonstration first, and then observe children and provide timely correction. However, the waiting time for some activities is quite long, resulting in children not getting enough exercises. The school could improve the arrangements of the physical activities. It has formulated detailed teaching plans but some teachers fail to provide sufficient opportunities for children's participation, undermining the effectiveness of the plans. The management should help teachers grasp the learning objectives, for example, by explaining the objectives and design of activities thoroughly during lesson planning meetings, and arranging peer lesson observations for teachers to learn from one another and share teaching experiences in order to enhance the effectiveness of learning and teaching.
- 2.7 Children love going to school. They follow teachers' instructions, show courtesy to others and respect teachers. Children have good routines as they can switch to different activity venues in an orderly manner. Children share materials with their peers. They play together and collaborate with one another, getting along well. Children possess self-care abilities as they wash their hands and tidy their clothes by themselves after going to toilet. Children can pack the items and put them back

after activities as well.

3. Recommendations for Enhancing Self-improvement of School

The school is able to map out appropriate development plans in view of the needs of stakeholders. As the teaching team has become more stable, the school could strengthen teachers' participation in setting the school development plans. The management should lead teachers to design a variety of music activities and refine the arrangements of the physical activities. The school could also organise peer lesson observations to let teachers learn from one another and share effective teaching strategies, thereby enhancing the learning and teaching effectiveness continuously.