

School Self-evaluation Manual (Kindergarten)

Education Bureau

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I. Foreword

The Government has implemented the Kindergarten Education Scheme (Scheme) since the 2017/18 school year with the aim of providing good quality and highly affordable kindergarten education, and enhancing the accessibility of children to different modes of services that suit their specific needs. In consonance with the implementation of the Scheme, all kindergartens (KGs) participating in the Scheme (Scheme-KGs) are required to conduct ongoing School Self-evaluation (SSE) and undergo Quality Review (QR), both of which take the Performance Indicators for reference.

Over the years, KGs have accumulated experiences in establishing SSE mechanism and demonstrating professionalism and teamwork. To enhance the effectiveness of SSE, apart from implementing the cyclical self-evaluation processes, viz. planning, implementation and evaluation, schools should also continue to strengthen the curriculum planning, monitoring and evaluation, including improving the reflective practice of teachers, with the aim of sustaining the school development. The Education Bureau (EDB) provides an updated School Report template for reference of schools to help them grasp their development progress, identify the areas for improvement, explore the conducive factors for development, and implement the SSE rationale in planning future work for the continuous advancement of the schools.

To enhance transparency and accountability, Scheme-KGs are strongly advised to upload their school reports onto their school websites to keep their stakeholders including parents informed of the school development. Schools not joining the Scheme are encouraged to make reference to the information about SSE on the EDB website to establish SSE mechanism for continuous self-improvement.

II. School Self-evaluation (SSE) Mechanism

1. What is SSE?

- SSE is a process of **collective reflection** that provides insight into the current circumstances of schools, so that their staff can evaluate strengths and weaknesses of the schools in order to identify areas that need to be improved for sustainable development.
- **Four basic questions** that SSE **mainly addresses**:
 - How effective are the schools?
 - How to identify schools' performance?
 - What makes this performance possible?
 - What follow-ups or further development can be made?

2. What do schools gain from implementing SSE?

- **Direction and strategy for improvement:** Each school is unique and has its own approach to achieving its improvement goals. Therefore, there is no general blueprint for all schools to follow. Consequently, schools must unite their teams and motivate them to be progressive. They must identify their strengths and weaknesses and ascertain the source of problems in order to find an appropriate direction for improvement.
- **Empowerment of the school:** Staff involvement in SSE will improve their communication and collaboration in achieving sustainable development. It will **motivate employees to initiate improvements, strengthen their sense of ownership in the schools' policies and measures**, and build team spirit and a self-management culture. This will enable them to tackle challenges with a positive attitude, pursuing excellence.
- **Accountability:** Schools have their own mission and vision. They must also be accountable to children, parents, teachers, the School Management Committee, sponsoring body/ operator and other stakeholders. Through SSE, schools can report on their work effectiveness in various areas thereby ensuring accountability.
- **School development in line with social development:** In a rapidly developing society, SSE can help schools assess their situation and take timely and appropriate measures that match their development needs.

3. Is it necessary for schools to set up a working group to encourage stakeholders to participate in SSE?

- Schools should review their own situation before determining **the form and extent** of stakeholders' involvement in SSE. They should consider forming SSE working groups and parent groups according to their needs. Members should be **representative of various parties** so that ideas are **solicited from multiple perspectives** to enhance the objectivity of SSE. If a school is unable to form a working group due to objective constraints, it should evaluate whether there are sufficient channels to gather stakeholders' views while making accurate analysis and informed decisions for sustainable development.

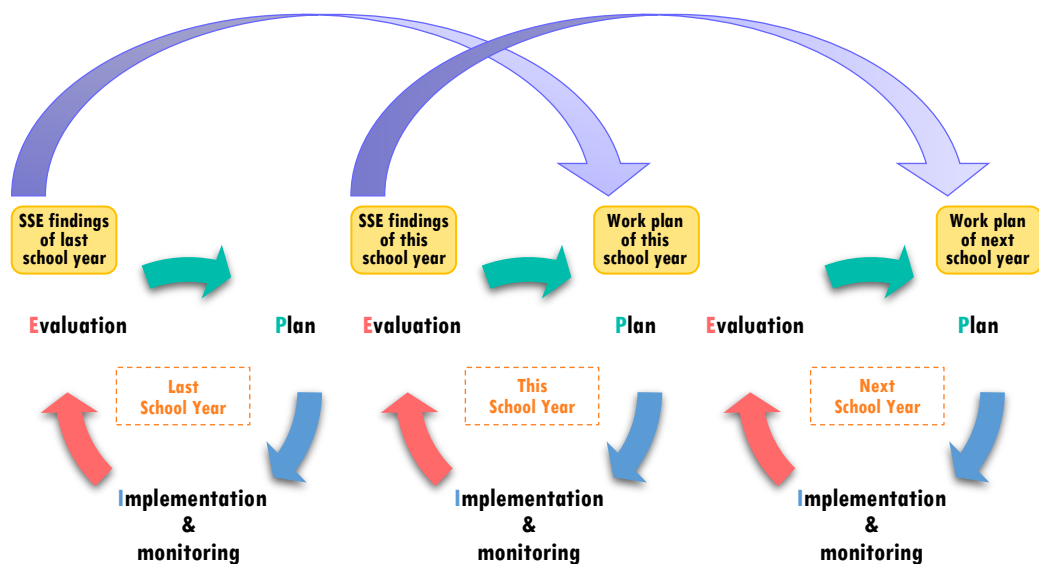
4. What roles do School Heads play in SSE?

- As the key person in SSE, School Heads must be very supportive of SSE, have mastery of SSE skills, be able to unite and lead staff to conduct SSE. These include:
 - Leading staff to:
 - Understand the concepts and skills of SSE
 - Understand and apply the *Performance Indicators (Kindergarten)*
 - Establish an SSE mechanism and set evaluation methods
 - Recognise that “Learning and Teaching” is the core of all school work, and that schools' educational goals are achieved by sustainably developing the curriculum through curriculum planning, monitoring and review
 - Comprehensively review the effectiveness of school work and prepare the School Report, and develop a work plan for next school year to promote children's learning and sustainable development of schools according to the school mission and current circumstances
 - Regularly review the effectiveness of the SSE mechanism
 - Guiding and monitoring SSE work processes and their effectiveness.
 - Establishing adequate and appropriate channels to inform stakeholders of the contents of the School Report.

5. Why are schools requested to perform SSE every year? What is SSE about?

- Schools must be able to develop sustainably. Yet, their situation changes every year and so do the opportunities and challenges that they face. Therefore, schools are necessary to conduct SSE every year.

- At the end of a school year, schools should evaluate the effectiveness of work plans and all aspects of their work over the past year (**Evaluation**) before devising the work plan for next school year (**Planning**) according to their situation and children’s learning needs. When relevant work is implemented in the new school year, school management will assume a monitoring role (**Implementation & monitoring**). During the implementation process, schools will collect relevant information for evaluation (**Evaluation**) at the end of that school year.
- The following diagram shows the flow of the cyclical self-evaluation processes, viz. planning, implementation and evaluation. Assuming the school has drafted the work plan of this year based on its SSE findings, with implementation and monitoring throughout the school year. At the end of the school year, the school can carry out evaluation based on the collected information before preparing the School Report of this year and drafting the work plan of next year.



6. How can the SSE culture be established and fostered in schools?

- Establishing beliefs:**
 - Encourage each employee to believe they are **active and self-motivated**. This will make the whole team willing to try and learn, and instil an attitude of striving for excellence in their work.
 - Encourage “**learning by doing**”. Motivate the employees and give them the courage to practise SSE. Only by accumulating and summarising their experience in SSE will schools’ self-evaluation capabilities improve.

- **Creating an atmosphere of mutual trust and sincerity:**
 - Build a relationship of mutual trust and honesty between management and staff. Management should respect the views of each employee and value opinions made from different perspectives.
 - Management should accept different opinions with an open mind and listen to all voices impartially to strengthen the sense of belonging and cohesion in schools.
- **Empowering the team and promoting the effectiveness of SSE:**
 - Schools should encourage teachers to pursue continuing education and empower the team by providing them with opportunities for professional development and collaboration. This will enable them to evaluate the effectiveness of their work more accurately and promote sustainable development and improvement in schools. The teaching team will then become more actively involved in SSE.

7. How can SSE be implemented in routine tasks?

- To implement the cyclical self-evaluation processes, viz. planning, implementation and evaluation in routine tasks, school staff should always assess whether their work has met pre-set goals and should think of ways to further improve work performance.

8. Why does EDB still send a review team to schools for QR as it encourages schools to implement SSE?

- SSE is central to education optimisation in schools. EDB aims to provide schools with recommendations from a different perspective to achieve the following goals:
 - To review the progress of SSE at schools and find out how the cyclical self-evaluation processes, viz. planning, implementation and evaluation have been implemented at schools to promote sustainable development
 - To validate SSE findings
 - To promote evidence-based SSE to help schools identify their strengths and weaknesses more clearly in order to set the direction of development
 - To encourage schools to create a more open, transparent and collaborative SSE culture
 - To report the performance of schools to the public
 - To enhance quality of kindergarten education through dissemination of effective practices among KGs

III. Design and Content of the School Report

9. What are the objectives of the report?

- To assist schools in implementing the cyclical self-evaluation processes, viz. planning, implementation and evaluation.
- To guide schools to evaluate work performance and formulate work plans with a distinct focus on “Learning and Teaching”.

10. How can the objectives of the report be achieved?

- An ongoing improvement reporting framework is developed to help schools to:
 - Conduct a **holistic review** on related domains for a **focused evaluation**
 - Evaluate work performance in an **evidence-based** manner
 - **Review the effectiveness of “Learning and Teaching”** and encourage schools to evaluate their effectiveness **using evidence of children’s performance**
 - Effectively **organise and summarise** SSE findings
 - **Use the evaluation findings as a reference for next year’s planning**

11. What is the function of this ongoing improvement reporting framework?

- It guides schools to review the effectiveness of their work and devise the development plan.

12. What is the main content of the School Report?

Main content of the School Report

Part One Our School

- 1.1 School Mission and Vision
- 1.2 Our Children
- 1.3 Our Teaching Staff
- 1.4 Management and Administration
- 1.5 Safety and Hygiene Measures
- 1.6 Activities of the Year
- 1.7 Summary of Expenditure

Part Two Self-evaluation

- 2.1 Reviewing the Effectiveness of the Work Plan
for the Current School Year
- 2.2 Our Learning and Teaching
- 2.3 Our Support to Children

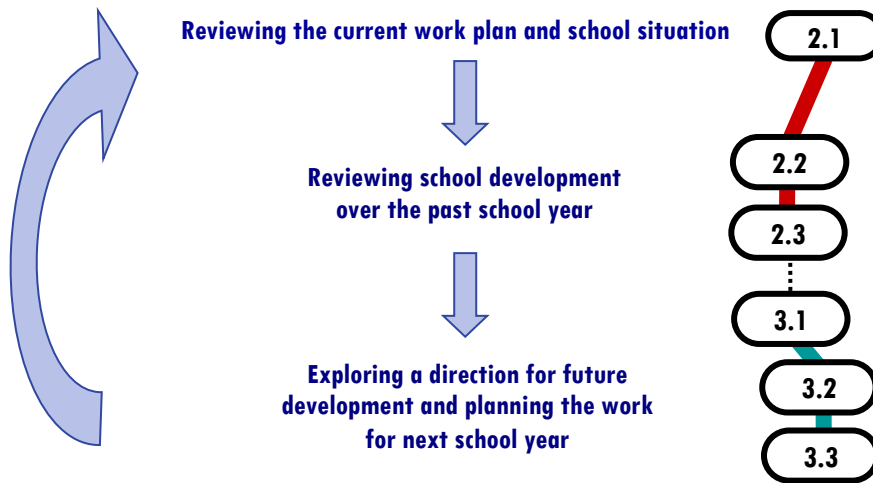
Part Three Development Plan

- 3.1 Exploring Ways for Sustainable Development
- 3.2 Major Concerns
- 3.3 Work Plan for Next School Year

- See the **Appendix** for a template of the School Report. It can also be downloaded from the EDB website:

<http://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/quality-assurance-framework/sse/index.html>

13. What is the connection between “Self-evaluation” and “Development Plan” in the report?



- The “Self-evaluation” begins with a review on the current work plan and school situation. Then schools review their development over the past year with focuses on “Learning and Teaching” and “Support to Children”. Schools will be able to identify their foundation for development and can consider the changes that they will face. This will help schools explore a direction for future development and devise the work plan for next school year.
- The work plan devised by the school will be the review focus of the next year’s School Report.

14. How can schools organise the content of the report?

- The report is composed of two major parts: evaluation and planning. **2.1 to 2.3** are related to evaluation whereas **3.1 to 3.3** are related to planning. The **green** text in the example below guides schools to review their performance. **Schools may organise the content of the report based on the hints in the green text.**

Example:

<i>Analyse the work effectiveness of the school in three areas, namely Curriculum Planning, Child Learning and Teaching, and Curriculum Evaluation. Identify areas for improvement or further development, and provide examples of children’s performance as needed for illustration.</i>	
Comments on the Effectiveness of Our Work	Evidence
Recommendations for Improvement/ Further Development	

15. How to conduct a holistic yet focused review of school effectiveness and then compile the SSE findings? What are the benefits of this practice?

- Schools should make use of the *Performance Indicators (Kindergarten)* to conduct a **holistic review** on their current state of performance, with focuses on previous year's work plan, "Learning and Teaching", "Support to Children", etc. Schools may flexibly organise their SSE findings across domains **into a cohesive summary**.
- Schools have become experienced in SSE. Conducting a **holistic yet focused review** on school performance can help schools streamline their assessment and find a review focus or an evaluation direction in relation to schools' development priorities.

16. Why should the evaluation of work performance be evidence-based? Should a large amount of data be required to provide this empirical evidence?

- Empirical evidence refers to **appropriate** adoption of qualitative and quantitative data. The emphasis on evidence-based evaluation of work performance is mainly to remind schools that **work performance should not only be judged subjectively**. Generally speaking, schools already have a collection of data/information which can be used as evidence. The important question here is how this relevant information could be used for analysis and judgement making. Schools should not spend too much time and effort on collecting information, and should not consider that quantitative data is always more objective and reliable than qualitative data.

17. Why should schools focus on evaluating the effectiveness of "Learning and Teaching"?

- "Learning and Teaching" is the core of all work of a school. Work in other domains is carried out to facilitate the creation of a suitable environment for inspiring children's learning. Therefore, schools should plan their work priorities **from the perspective of promoting children's development and learning**, and the **ultimate goal of promoting children's learning** should also be considered during evaluation.

18. How the report integrates the evaluation findings in planning?

- The report is designed to start with commentaries about the work plan and end with the formulation of a plan for the next year so as to highlight the cyclical self-evaluation processes, viz. planning, implementation and evaluation. Having **a work plan for the year that echoes the SSE findings** will guide schools into making further investigations of the cause of problems and factors that promote sustainable development. Hence, schools can plan their work for next school year to achieve continuous self-improvement.

IV. Understanding and Applying the Ongoing Improvement Reporting Framework

Part One Our School

19. Do schools have to write up the report in complete accordance with the template?

- The template is for schools' reference. Schools may organise the content of the report and supplement it with information they consider important to show their development.

20. Why should schools outline teachers' professional development needs?

- "Teachers Professional Development Needs" aims to guide schools to evaluate the effectiveness of training programmes and plan follow-up measures. By accurately understanding the professional development needs of their teaching team, schools can formulate continuous professional development plans in a more systematic and focused way, further enhancing the quality of education.

21. What are school-based teacher professional development activities?

- School-based activities generally refer to professional development programmes planned by schools. These can include training courses and workshops, exchange visits, teaching induction, participation in support or research projects, and discussion with colleagues or other educators. Joint-school professional development activities coordinated by sponsoring bodies/ operators are also considered as school-based activities.
- If individual teachers participate in training activities based on their professional development needs, they can be listed under "Other Activities".
- Management should assist teachers in identifying their individual training needs, and review teachers' participation in professional development activities. This could help reflect on the direction for the sustainable promotion of teachers' professional capacity.

Part Two Self-evaluation

22. What should be reviewed in “2.1 Reviewing the Effectiveness of the Work Plan for the Current School Year”?

- Schools are required to review all plans that were formulated and implemented for major concerns of the current school year. The review includes strategies implemented, their effectiveness and follow-ups, as well as recommendations for improvement/ development.

23. How should schools account for strategies and tasks of the work plan?

- Schools should review the work plan formulated at the beginning of the school term and state how they were implemented and put into practice.
- During the implementation stage, subsequent adjustments to strategies or tasks due to changes in the school situation could be explained with more details in the “Remarks”.

24. How should the effectiveness of the work plan be reviewed?

- Schools should formulate success criteria according to the objectives of tasks. When reviewing their effectiveness, schools should **refer to success criteria** or other related evidence.
- **Quantitative and qualitative data**, such as activity records, meeting minutes or results of stakeholder surveys, **could be used appropriately when commenting on the effectiveness of their work**. Children’s development of each grade level could be included as evidence to highlight the effectiveness of the plan.
- After reviewing each of the task objectives, schools should then **evaluate the overall achievement level of the major concern**. Schools may consider integrating effective strategies into their regular practices or further developing them if they have fully achieved the objectives of the major concern. When the targets are not fully met, schools should determine how to follow up on and consider refining their task objectives or strategies.

25. When reviewing work effectiveness, why should other related evidence be adopted?

- When schools formulate a set of success criteria for a plan, no matter how thorough the consideration was, it would still be difficult to foresee all potential problems or variables. Therefore, schools must monitor a plan carefully during its implementation and collect related data/ information so that they can analyse potential causes of an unexpected situation that might take place. Schools can evaluate the overall effectiveness of the work plans to come up with “Follow-ups/ Recommendations for Sustainable Development”.

26. Is it necessary for the effectiveness of all items to be validated with children’s performance since the ultimate goal of all plans is to promote children’s learning?

- The ultimate goal of formulating a work plan is to promote children’s learning, but due to differences in their nature, not all major concerns can be validated directly through children’s performance. Assuming that the plan aims at strengthening teachers’ professional competence, a school may focus on reviewing the effectiveness of training for teachers and regard this as the basis for effectiveness evaluation. Teaching practice could demonstrate the training’s impact on teachers, and children’s performance should serve as supporting evidence. It is believed that with teachers’ abilities improved, children will benefit.

27. What can be done if a plan has not met all its objectives? Is “Follow-ups/ Recommendations for Sustainable Development” necessary only if the plan is ineffective?

- If a plan has not met all its objectives, the most important task is **to identify the crux of the problem**, such as appropriateness of strategies, comprehensiveness of implementation and management of human resources. Schools should then consider whether the problem can be handled. If yes, improvement measures targeting the problem should be made during next school year, or try to deal with this problem from another perspective or with other strategies.
- If a plan is ineffective, then follow-ups or recommendations for further improvement must be made. For work plans with good progress, schools may consider integrating the implementation strategy into regular practices based on the development foundation, or exploring further development opportunities according to the school conditions.

28. How to comment on work plans that cannot be or have not been completed, or have not even been launched?

- Schools should identify the cause of the failure to launch or incompleteness of the work plans to understand the crux of the problem for further improvement or follow-up work.

29. What should be reviewed for “2.2 Our Learning and Teaching”?

- Schools should carry out a holistic review in accordance with the domains of “Learning and Teaching” of the *Performance Indicators (Kindergarten)*.

30. How can schools effectively review the effectiveness of “Learning and Teaching”?

- Schools can analyse evidence readily available in schools, such as the curriculum meeting minutes, teaching reflections, management lesson observation records and parents’ views, to review and comment on the effectiveness of “Learning and Teaching”.
- Schools should also use children’s performance as evidence in the review of the effectiveness of various tasks of “Learning and Teaching” because the ultimate goal of planning and implementing the school curriculum is to promote children’s learning.

31. How to identify children’s performance?

- In general, teachers will organise and summarise the findings of assessment for child learning experiences in order to understand each child’s learning performance. According to evaluation needs, schools are free to organise information for **an overall view** of children’s performance in different classes, grade levels or the whole school.

32. Is it necessary to use children’s performance to help explain each comment? How to use children’s performance to reflect on the effectiveness of “Learning and Teaching”?

- Schools can decide whether it is suitable to use children’s performance to reflect the effectiveness of various work plans according to the focus of the review and the nature of the task.

- When required, schools can use relevant children’s performance as evidence for major concerns, such as the design of the daily schedule and new teaching strategies, to illustrate the effectiveness of the scheduling or teaching:
 - If the pre-set learning objectives have been achieved and children’s performance is in line with expectations, then schools can confirm the effectiveness of curriculum planning and teaching.
 - If a significant gap is observed between children’s performance and the pre-set learning objectives, then schools should review children’s performance to identify the causes for the gap and the problem.

33. How to identify “Recommendations for Improvement/ Further Development”?

- Schools should review the overall effectiveness of “Learning and Teaching” and then provide children’s performance as evidence to come up with recommendations for further improvement/ development.

34. How to organise the content of report?

- Schools can either comment on each area or carry out a comprehensive review across areas, with reference to the *Performance Indicators (Kindergarten)*:
 - Review on individual areas: Schools can comment on each area of the domain of Learning and Teaching of the *Performance Indicators (Kindergarten)* according to its focus, and provide relevant children’s performance as evidence of effectiveness.
 - Comprehensive review across areas: The reporting framework promotes more effective judgement by encouraging schools to consider various areas when reviewing the effectiveness of “Learning and Teaching”. For instance, schools can combine “Collaboration and Support” in Domain I with “Curriculum Design” in Domain II for a comprehensive review. This approach could show how communication and collaboration among team members contribute to a positive learning environment and enhance teachers’ pedagogical skills.
- It is important that schools provide accurate judgements to identify the cause of problems or areas in which improvement can be made. The content should be presented in a clear and concise manner.

35. If the major concerns of schools are relevant to the areas under “Learning and Teaching” and have been reviewed in “2.1 Reviewing the Effectiveness of the Work Plan for the Current School Year”, then is it necessary to review this again here?

- The “Review of the Effectiveness of the Work Plan” focuses on the effectiveness of the plan, whereas “Our Learning and Teaching” focuses on a review of “Learning and Teaching”. As such, **the commentaries for these two parts have different focuses**. If the plan reviewed in 2.1 is related to “Learning and Teaching”, then schools can comment on some key issues in 2.2 to carry out a comprehensive review. For example, if a school’s work plan focuses on improving the learning environment, as the effectiveness has been reviewed in 2.1, when reviewing the overall performance of learning and teaching in 2.2, the school could also report the strategies, daily schedule and other aspects of learning and teaching, in addition to the creation of learning environment. This would present the current situation of the school and illustrate its relationship with the effectiveness of children’s learning.

36. What does “Support to Children” refer to?

- It refers to all support provided to children by schools in that school year. This includes direct care and support for children, as well as work that indirectly benefits them by supporting teachers and parents through the use of other resources. Good partnerships with different stakeholders and the community also contribute to supporting children’s diverse needs and enhancing their learning and development.
- It covers all children in the school. When reviewing the effectiveness, schools should focus on various groups, such as children with special needs, children from diverse backgrounds, newly admitted children, and those transiting to Primary One. Schools may list the support measures they have implemented, such as teacher training and parent education, and evaluate the effectiveness. Schools may have carried out many tasks in this area, it is suggested to comment on the changes or focused efforts made in supporting children over the past year, which could facilitate them in exploring future development directions.

37. Why should schools pay close attention to “Support to Children”?

- The promotion of children’s learning is the core purpose of school work. Therefore, in addition to curriculum planning and design of teaching programmes, schools should devise measures to support children’s learning. When the school

situation is reviewed holistically, the effectiveness of support work should also be considered.

38. Is it necessary to comment on all support work since schools carry out many tasks in this area?

- No. Schools only have to review on work/ measures that were carried out during the past year due to changes in the school situation or for service needs.

39. Schools devote various resources into supporting children, so why are the comments focused only on the changes of work in the past year? Can schools give examples of all the work to show the effectiveness in these areas?

- The ongoing improvement reporting framework assists schools in commenting on the changes in support to children over the past year, **to help schools focus on recent development**, so they can explore their future work effectively.
- Schools should assess whether the length of their comprehensive review and evaluation might **fail to highlight the school's development focuses** if they opt for a thorough review. This could result in overlooking changes that the school made during the school year.

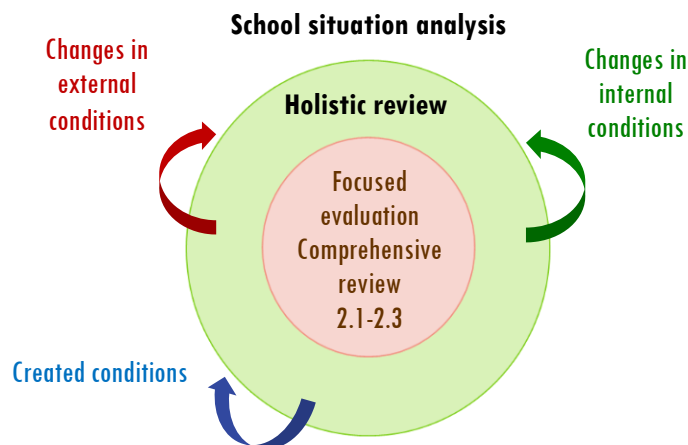
40. What can be done if schools have not had any new development in support work?

- After the school situation has been reviewed, if schools found that there have been no significant changes, they may consider whether adjustments have been made to certain routine support work in response to the situation. This could involve revising details, such as adjusting the content and arrangement of adaptation activities tailored to children's backgrounds, or increasing communication channels with parents. These aspects can also be included in the report to assess effectiveness and reflect on the need for further revisions.
- If schools have not had any new development to the support work, detailed elaboration is unnecessary. However, as the circumstances of schools are constantly changing, such as the number of children requiring support and their needs, corresponding adjustments should also be made. Schools should regularly assess their needs and pay attention to whether new resources are readily available in the community, so as to facilitate the planning of work and promote sustainable development.

Part Three Development Plan

41. After completing the review of Part Two “Self-evaluation” (2.1, 2.2 and 2.3) , what else do schools need to consider to accurately understand their situation and plan the future direction of the school’s development?

- Schools will essentially have a grasp of the performance of various aspects of work through the comprehensive review of Part Two “Self-evaluation”. They should also conduct **school situation analysis** to remain aware of changes, both internally and externally, as well as whether there are opportunities to create favourable conditions for development:
 - Internal conditions: For example, establishing a curriculum leader post or receipt of a donation to support children’s learning
 - External conditions: For example, a new housing estate built or improvements in transport facilities nearby
 - Created conditions: For example, participation in support programmes of external organisations or expansions of school premises
- By carrying out a holistic review and school situation analysis, schools will have a better grasp of the current situation and be able to embrace the opportunities and challenges. The following diagram illustrates this concept:



42. How should schools explore “Key Work in the Future”?

- When schools complete the evaluation for Part Two “Self-evaluation”, they should have come up with some recommendations for improvement/ further development. This should be helpful for drafting “Key Work in the Future”. Schools can:
 - Consolidate related items, gain a broader understanding of the school’s development requirements
 - Follow up on issues that can be dealt with immediately, such as providing longer playtime or purchasing teaching aids
 - Plan and implement the recommendations based on priority needs
- Upon completing the aforementioned tasks, schools will be able to formulate the key work in the future.

43. Will the “Key Work in the Future” become the major concerns for next school year?

- Not necessarily. After schools have come up with “Key Work in the Future”, they must also consider the foundation for development as well as their challenges and opportunities:
 - Foundation for development: the existing conditions or foundation for carrying out relevant work
 - Opportunities: the conditions or circumstances that are favourable to relevant work
 - Challenges: the potential difficulties when relevant work is not carried out and vice versa.

[Example]:

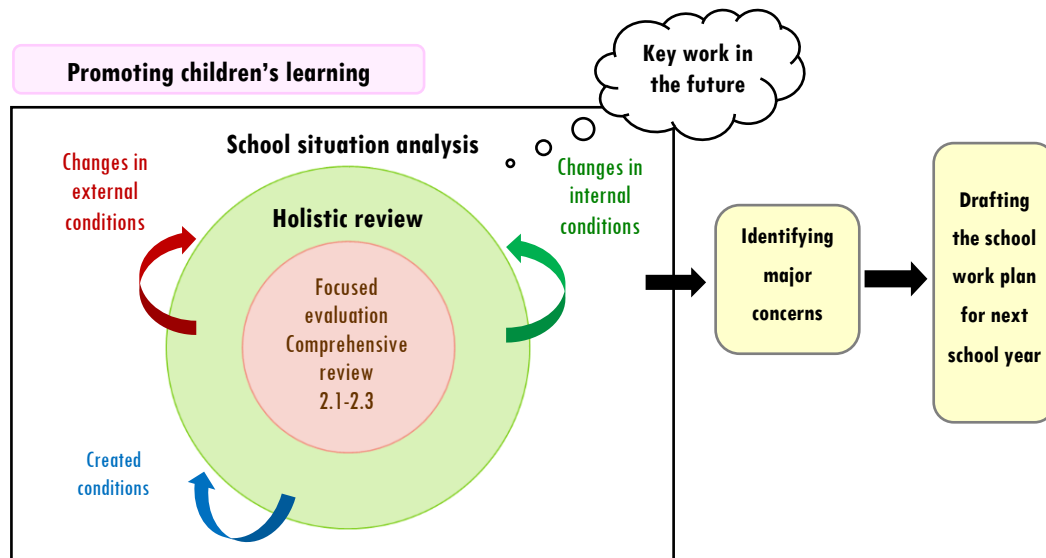
Key Work in the Future	Foundation for Development	Opportunities/Challenges
Enhance the exploratory elements to promote learning through play for children	<ul style="list-style-type: none"> • The school has enough space and diverse materials for children to play. • Teachers actively pursue further studies. They apply their knowledge and possess strong reflective skills, collaborate to foster the school’s development. 	<ul style="list-style-type: none"> • A new senior teacher joins, potentially sparking new teaching ideas. • The operator plans to hold a joint-school workshop on “Effective Play-based Learning” and has established a core group to promote the work. • Teachers still need to improve their skills in providing feedback on children’s games.

- After having listed the salient points, schools should formulate a work plan for next year **regarding the urgency of tasks and the timing of development**. Therefore, not all “Key Work in the Future” needs to be a major concern of

schools in the next school year. Schools may determine the schedule and scale for implementing the plan based on their circumstances, development priorities, and available resources. When schools understand the conditions for implementing the “Key Work in the Future” and are aware of the evolving circumstances both within and outside the school, they can appropriately address concerns by considering the needs and challenges they encounter.

44. How can schools use the review of the school situation when drafting the work plan for next school year?

- After analysing the holistic review and analysing the school’s situation, schools can summarise the findings to determine “Key Work in the Future”. By analysing the “Foundation for Development” and the “Opportunities/ Challenges”, schools can identify “Major Concerns” and devise the “Work Plan for Next School Year”. See the illustration below:



45. What should schools note when identifying “Major Concerns”?

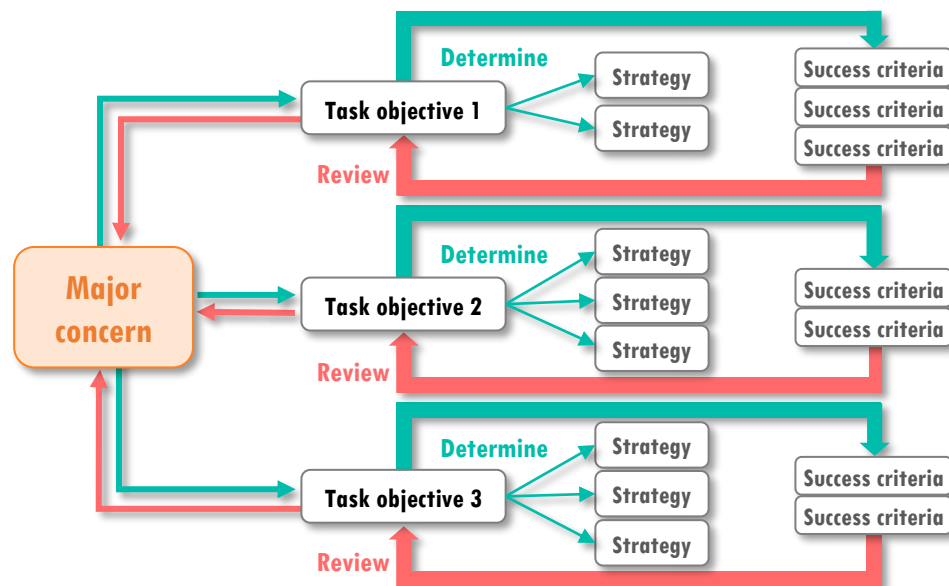
- Points to note:
 - The ultimate aim of a major concern is to **promote schools’ sustainable development and children’s learning**.
 - Given the school’s situation, formulate the major concerns based on objective conditions and urgent needs. Keep the number of major concerns manageable to **allocate sufficient resources to promote the proposed development plan**.

46. Why schools are advised to come up with a work plan for next school year before the end of the current school year?

- By doing so, this enables the delineation of clear **direction**, early allocation of work and preparation, including consideration of various work details and specific action plans for pertinent matters. This process lays the foundation for the “Implementation” and “Evaluation” for the next school year.

47. What main items are included in work plans? What is the relationship between the items?

- The work plans include major concern, task objectives, strategies and success criteria. These items are **interrelated** (see the diagram below*):



* The number of task objectives, strategies and success criteria is determined according to the nature and objectives of the plan.

- The objectives are the core of the whole plan** as they provide guidance when drafting strategies and success criteria. They also guide schools in implementing the whole plan. When the plan is completed, schools can use the success criteria and the information collected to review the extent to which goals have been achieved and to evaluate the effectiveness of the whole plan. The various aspects of the plan are all closely related so schools should view the plan as a whole by making full and detailed consideration from the planning stage onwards.

48. What is the connection between “Major Concerns” and the task objectives?

- “Major Concerns” provide a direction and an overall goal for the whole plan, and are related to promoting the continuous development of the school and facilitating children’s learning. The task objectives, which are more operational and concrete, are conducive to executing tasks and evaluating effectiveness.

49. What main points should schools pay attention to when setting task objectives?

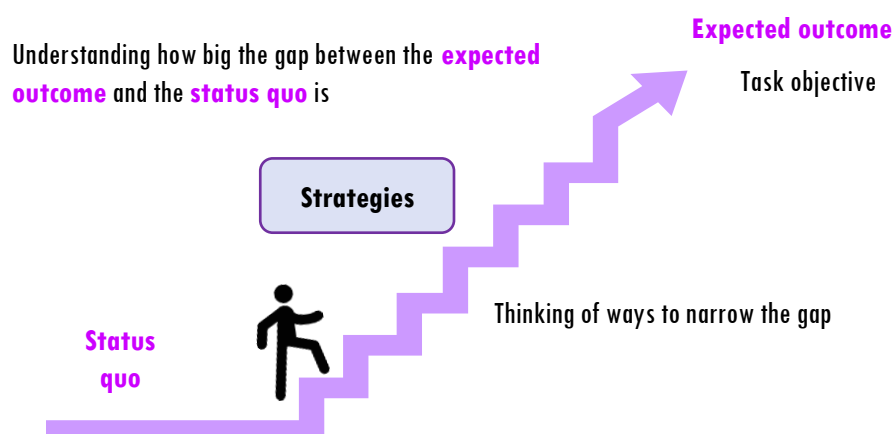
- Points to note:
 - **Task objectives should correspond to the major concerns**
Under the major concerns, all task objectives should share the same direction that lead to achieving the overall goal.
 - **Task objectives should correspond to schools’ situation and be set after consideration from multiple perspectives**
When setting task objectives, schools can **think about the needs of different stakeholders**, with reference to the nature of their own plans and pace of development. For example, if a school sets “Enhancing children’s interest in reading” as the major concern, it can think from the perspectives of teacher training, resource utilisation, curriculum design, parent education, etc. when setting corresponding task objectives. Task objectives should be as clear and specific as possible **to facilitate the review of the anticipated task effectiveness**. Having clear task objectives will help guide the planning and implementation process and prevent the work plan from going astray.

50. Is it better to set more task objectives? Is it necessary to cover all the learning areas and stakeholders?

- **No.** Objectives should be set according to the nature of major concerns and the situation of schools, such as manpower and resources, the readiness of different stakeholders (for example, the background of parents and their sense of belonging to the school, or the ability and workload of teachers), future development plans. Whether a plan is good or not should not be determined by the number or coverage of objectives.

51. How should “Strategies” be determined?

- Schools must first understand how big the gap between the expected outcome and the status quo is before they think about ways to narrow the gap (see the illustration below).



- Various strategies may be required to realise one task objective; therefore, measures should be considered from different angles and schools should take into account the nature of the plan and the needs of stakeholders to make the plan more comprehensive. For example, if the school intends to promote children’s exploration, but finds that communication and joint-discussion opportunities are insufficient among teachers (the status quo) and wishes to enhance their collaboration to enhance their skills in teaching design (the expected outcome). It can target the needs of teachers, with reference to the school’s current situation, to conceive suitable strategies in multiple aspects, such as encouraging staff communication, reviewing work allocation and providing staff training, to facilitate the achievement of the task objective.
- Instead of adopting any innovative approach, schools can achieve the task objective through adjusting their daily practices to meet its development needs. However, attention must be paid to whether the measures are appropriate and effective to ensure the success of the strategies.
- In addition to the above points, schools should note the following:
 - **Reasonable time arrangement**
When setting the time scale for strategies, schools should pay attention to whether the time allocation is reasonable. If the plan is implemented over a relatively long period of time, an interim review should be arranged to obtain an early understanding of the implementation of the plan so that timely adjustments can be made.

➤ **Good use of resources**

Available resources, including internal and external ones, should be considered and used to complement the implementation of work for enhanced effectiveness.

➤ **Appointing a suitable person-in-charge**

When appointing staff to different tasks or coordination roles, schools should consider the rights and responsibilities of staff, their capabilities, fairness and support to staff. Coordinators should be responsible for task implementation and regular evaluation so that the implementation of tasks can be ever improved.

52. Why do schools need to determine “success criteria”?

- Success criteria are determined to help evaluate whether objectives have been achieved, or the extent to which objectives have been achieved. Therefore, before commencing the work plan, schools should formulate expected outcomes and performance of children, parents and teachers upon completion, so as to establish clear success criteria for future evaluation.

53. How should “success criteria” be developed?

- The following should be considered when developing success criteria:
 - **Relevant to 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 of the achievement of objectives.
 - **Reasonable and achievable**
The schools’ circumstances and development needs must be considered in order to come up with a set of reasonable and achievable success criteria.
- Schools can consider using several success criteria to reflect the extent to which task objectives have been achieved. Success criteria could include the perspectives of different stakeholders to **fully reflect the achievement of an objective**.

- Example:

Task objective	Success criteria*
Enhancing children's knowledge of and interest in planting	<ol style="list-style-type: none"> 1. More than 90% of children and their parents are willing to participate in the "Seedling" programme 2. 70% of children are able to talk about the growth of their plants in the third phase of the programme 3. 70% of parents agree that their children have gained more knowledge and interest in plants 4. Teachers have observed that the majority of children take active care of plants in the classroom during the whole programme

* The number and nature of success criteria depends on the task objective.

54. How can schools collect information for review?

- The following table lists the advantages, limitations and precautions of some common methods used by schools. Schools should select the suitable data collection method(s) based on their own circumstances:

	Advantages	Limitations	Precautions
Interviews	<ul style="list-style-type: none"> • Respondents can freely express themselves • The body language of respondents can be observed • Interviewers can make follow-up responses when necessary 	<ul style="list-style-type: none"> • It depends heavily on the skills and experience of the interviewer • Selective listening of interviewers can happen • The interviewer's attitude and language can often influence the respondents; for example, respondents would feel nervous if the interviewer has a serious facial expression • It takes a long time for interviews in general • Data is not recorded uniformly which makes statistical analysis a difficult task 	<ul style="list-style-type: none"> • The purpose and arrangement of the interview must be explained to respondents • Respondents should be interviewed in a form of language most appropriate to their background • If respondent's reply is unclear, interviewers can paraphrase the reply to clarify the meaning • Interviewer should not let personal views affect the respondents • Subjective judgement should be avoided • Interviewers should be sincere and friendly

	Advantages	Limitations	Precautions
Questionnaires and surveys	<ul style="list-style-type: none"> • It is easier to collect a large quantity of information and data • The questions and answers are standardised, which makes it easy for processing and statistical analysis 	<ul style="list-style-type: none"> • Respondents may not find an answer which fully reflects their true opinions/feelings in the pre-determined answers • Respondents may misunderstand the question • Respondents may provide false responses 	<ul style="list-style-type: none"> • Questions must be specific and the wording of questions must be precise and appropriate • Guiding or double-barrelled questions should not be asked • A pilot questionnaire or survey can be tried and revised before it is made official • The answers that respondents choose from should account for many possibilities
Observation	<ul style="list-style-type: none"> • The situation can be observed directly • This can be used as a basis for question design of surveys or interviews 	<ul style="list-style-type: none"> • The presence of an observer may result in a change of attitude or discourse of the person being observed • Data can be biased if the observer selectively focuses on and analyses certain information • Relatively time-consuming • Data is difficult for conducting statistical analysis 	<ul style="list-style-type: none"> • It is necessary to establish a focus for the observation and have a systematic method of collecting required data • Subjectivity should be avoided. The emphasis should be on concrete evidence and objective analysis • The person being observed should be disturbed as little as possible
Children's work analysis	<ul style="list-style-type: none"> • Children's learning performance and feelings can be grasped • This will not hinder daily learning activities 	<ul style="list-style-type: none"> • It is very easy for teachers to be subjective when analysing children's work • Analysis is time consuming 	<ul style="list-style-type: none"> • Guidelines and assessment focus can be established • A group of teachers analyse children's work together for enhancing objectivity
Documents and data	<ul style="list-style-type: none"> • A deeper understanding of what has led to the current situation • Flexible time arrangements 	<ul style="list-style-type: none"> • Documents and data may not be complete or intact • Collation and analysis are time consuming 	<ul style="list-style-type: none"> • Relevant information can be classified systematically in order to make the analysis and judgement more easily

55. What should schools note when choosing “Evaluation tools/ Information”?

- Points to note:

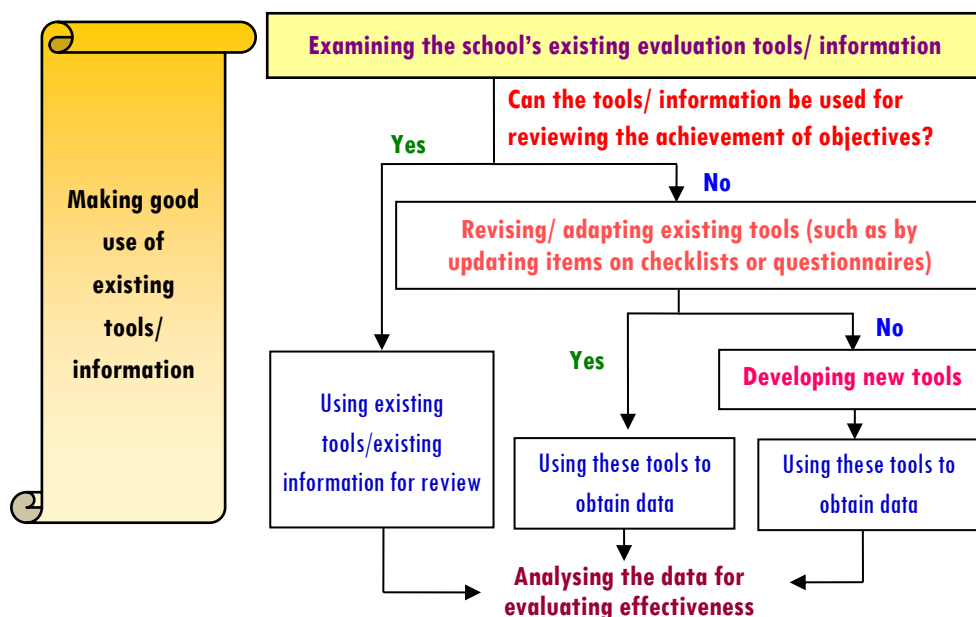
- **“Evaluation tools/ information” and success criteria should be interrelated**

- Schools are advised to select an appropriate method which allows them to understand the opinion/ behaviour of stakeholders. For example:

Success criteria	Evaluation tools/ Information
Most teachers are able to design integrated arts activities that are in line with the theme and set appropriate learning goals	<ul style="list-style-type: none"> • Interviews with teachers • Questionnaires • Minutes of lesson observation review meetings • Minutes of curriculum review meetings •

- **Making good use of existing tools/ information**

- To assist in the evaluation of whether objectives are achieved, existing tools/ information should be used properly based on the principles of **appropriateness, simplicity, feasibility and effectiveness**. In addition to designing their own review tools, schools may revise or adapt existing tools (such as by updating items on checklists or questionnaires). They may also use one kind of review tool/ information to reflect on the effectiveness of various tasks. After schools have decided on their own data collection methods and review tools, they need to check whether all necessary resources have been prepared and make appropriate manpower arrangements for data collection.
- The following diagram illustrates how a school can examine existing review tools/ information to save time and maintain the effectiveness of data evaluation:



- EDB provides schools with parent, teacher and supporting staff (clerk and janitor staff) questionnaire templates for reference. Schools can download the questionnaires and the tools for analysis from the EDB website:

<http://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/quality-assurance-framework/sse/questionnaires/questionnaires.html>

56. Do schools have to use quantitative and qualitative data collection methods simultaneously? Which type of data is more objective and reliable?

- Both methods have their own characteristics and strengths, and they are complementary. Schools should choose the method most suitable for their needs. The objectivity and reliability of data depends on the appropriate use of data collection methods.
- Schools should keep in mind that **reviewing effectiveness is different from doing an academic research**. Schools should select reasonable means to review effectiveness so as to prevent from being overwhelmed in collecting too much data. Whether the collected data is quantitative or qualitative, it is necessary for schools to organise, summarise and analyse the data, so as to determine the effectiveness of their plans.

57. Do schools need to set objectives and work plan details for respective years if a particular “Key Work in the Future” is to be completed in phases over several years?

- Schools can create a blueprint of development that covers several years and **set key objectives for every year/ phase to guide the development of the plan**. If likening a multi-year development plan to a marathon, where it takes several years to complete, the annual work plans can be seen as different segments of the track. In this scenario, the yearly overall objectives act as checkpoints along the route, helping runners ensure they stay on course and reach the finish line smoothly. Similarly, the school should review the effectiveness of plans at regular intervals according to the set objectives (see 2.1 for details). This helps schools find out where they stand so that they can make timely adjustments until the objectives are achieved.
- Schools need to review the effectiveness of the previous school year’s work plan and consider the changes in the internal and external situations of the school before they draft the next year’s work plan. Therefore, even if a “Key Work in the Future” will take several years to complete, schools just need to come up with

objectives for major concerns and a work plan for the current school year. It is not necessary for schools to come up with detailed work plans several years in advance.

58. How can the plans be changed/ adapted if work effectiveness is unsatisfactory or problem arises during progress review?

- If an issue has been discovered in the plan, schools should revise it. Besides, it is necessary to accurately identify the problems. The following should be noted when revising the plan:
 - **Objectives**
 - Objectives are the most important guideline of a plan. If objectives are set wrong or unrealistic, then besides revising the objectives, the overall plan, including the strategies, success criteria, review tools/ information, must all be adjusted accordingly.
 - **Strategies**
 - As long as resources allow, there is significant room for adjusting strategies to meet the needs.
 - **Success criteria**
 - The establishment of success criteria is to evaluate whether objectives or the extent to which objectives have been achieved. Success criteria and objectives are interrelated. When any changes deem necessary, they should both be revised carefully. Otherwise, the aim and accuracy of the effectiveness of the evaluation can be adversely affected.
 - If the original set of success criteria is too general, schools can make it more specific to clearly define the review scope. In this case, the success criteria are regarded as being optimised rather than being changed.

59. If changes have taken place during the implementation of the plan, where should this be explained?

- If changes or revisions have been made because of unexpected events or after an interim review during the implementation of a work plan, record these changes in the “remarks” column. When writing school reports at the end of the school year, explain the changes under “2.1 Reviewing the Effectiveness of the Work Plan for the Current School Year”.

xxx Kindergarten

20xx/20xx

School Report

Content of the School Report

Part One Our School

- 1.1 School Mission and Vision
- 1.2 Our Children
- 1.3 Our Teaching Staff
- 1.4 Management and Administration
- 1.5 Safety and Hygiene Measures
- 1.6 Activities of the Year
- 1.7 Summary of Expenditure

Part Two Self-evaluation

- 2.1 Reviewing the Effectiveness of the Work Plan for the Current School Year
- 2.2 Our Learning and Teaching
- 2.3 Our Support to Children

Part Three Development Plan

- 3.1 Exploring Ways for Sustainable Development
- 3.2 Major Concerns
- 3.3 Work Plan for Next School Year

Part One Our School

1.1 School Mission and Vision

-

1.2 Our Children

The school has _____ classes, which comes up to a total of _____ children this school year. The structure of classes and the number of children are as follows:

Class	AM Session		PM Session		Whole-day Session	
	No. of Classes	No. of Children	No. of Classes	No. of Children	No. of Classes	No. of Children
Upper KG						
Lower KG						
Nursery						
Total						

1.3 Our Teaching Staff

(1) Number of Teaching Staff

- Besides the School Head, there are a total of _____ full-time teachers, _____ part-time teachers, and _____ supporting staff (clerk and janitor staff)
- There was a turnover of _____ full-time teachers last school year, and this accounted for _____%

(2) Qualification and Number of Teachers (including the School Head)

Teacher qualification	Bachelor Degree in Early Childhood Education (ECE)	Post-graduate Diploma in ECE	Certificate in ECE
Number of Teachers			
%			

(3) Teaching experience in ECE

Teaching experience in ECE	0 – 3 years	4 – 6 years	7 years or more
Number of Teachers			
%			

(4) Teachers' Professional Development

Schools may outline the professional development needs of the teachers for this school year, then elaborate the arrangement of professional development activities, including school-based activities and others.

Teachers' Professional Development Needs

-
-
-

School-based Teacher Professional Development Activities

Other Activities

1.4 Management and Administration

(1) Members of the School Management Committee and their Duties

Schools have to indicate the category of the managers, including manager nominated by the operator, member of other stakeholders of the kindergarten, or independent manager.

-
-
-

(2) Administrative Structure

Schools may use words or diagrams to describe the administrative structure of the leading echelons, management, teachers and supporting staff (clerk and janitor staff).

1.5 Safety and Hygiene Measures

-
-
-

1.6 Activities of the Year

Month	Class	Activity

1.7 Summary of Expenditure ¹



¹ Excerpts from *Profile of Kindergartens and Kindergartens-cum-Child Care Centres*, such as “School Expenditure Information” may be used

Part Two Self-evaluation

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

Based on the “Work Plan for the Next School Year” in Part Three of the report of last school year, fill in the columns of Major Concern, Task Objectives and Strategies. If the content of the major concern has been revised, please briefly describe the reasons and content of the revisions in the “Remarks”.

Major Concern (1)

--

Task Objectives and Strategies

	Task Objectives	Strategies
1.		a.
		b.
		c.
2.		a.
		b.
		c.
3.		a.
		b.
		c.

Remarks (if any)

--

Make use of the formulated success criteria and the collected review data, consider promoting children's learning, analyse the effectiveness and/or shortcomings of the major concern, summarise success and hindrance factors, and briefly comment on the extent to which the major concern has been achieved.

Effectiveness

I. Comments on the Effectiveness

Evidence

II. Comment on the extent to which the major concern has been achieved

Please "✓" as appropriate.

- Fully achieved
- Partially achieved
- Unable to carry out the plan
- Others (please specify) _____

Considering the degree of achievement of the major concern, briefly describe the follow-up measures and/or consider the room for further development. (For example: integrating into regular practices or adjusting the goals and regard it as the major concern for the next school year)

Follow-ups/ Recommendations for Sustainable Development

2.2 Our Learning and Teaching

Analyse the work effectiveness of the school in three areas, namely Curriculum Planning, Child Learning and Teaching, and Curriculum Evaluation. Identify areas for improvement or further development, and provide examples of children's performance as needed for illustration.

Comments on the Effectiveness of Our Work	Evidence
1. 2. 3. 4.	
Recommendations for Improvement/ Further Development	

2.3 Our Support to Children

Services Arranged for Children with Special Needs	
Multifaceted Services	<i>Please "✓" as appropriate.</i>
	<input type="checkbox"/> On-site Pre-school Rehabilitation Services (OPRS) (including Tier 1 Support Services)
	<input type="checkbox"/> Social Work Service in Kindergarten
	<input type="checkbox"/> Integrated Programme in Kindergarten-cum-Child Care Centre
	<input type="checkbox"/> Others (Please specify) _____

<i>Briefly describe the work/measures taken in response to changes in school conditions or service needs during this school year and evaluate their effectiveness, and suggest areas for improvement or further development.</i>	
I. Comments on the Effectiveness of our Work on Caring and Support	Evidence
<i>Targets may include children with special needs, those from diverse backgrounds, newly-admitted, and transiting to Primary One. In case the multifaceted services team listed in the above table has provided regular support, schools need not assess the effectiveness of their services.</i>	
II. Comments on the Effectiveness of Establishing School Partnerships	Evidence
<i>How does the school foster home-school cooperation and external connections? Please introduce the measures of the related work, and the effectiveness in promoting children's learning or growth.</i>	
Recommendations for Improvement/ Further Development	

Part Three Development Plan

3.1 Exploring Ways for Sustainable Development

In order to explore future key work for promoting children’s learning, please review the school’s recent development. To come up with major concerns that require follow-ups, please also consider the foundation for development, opportunities and challenges of each key work.

Key Work in the Future	Foundation for Development	Opportunities/ Challenges
1.	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
2.	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
3.	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

3.2 Major Concerns

Refer to item 3.1 and formulate major concerns.

1.
2.

3.3 Work Plan for Next School Year

Formulate the major concern(s) for the next school year and plan related tasks.

Major Concern (1):

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

Signature of Supervisor: _____

Signature of School Head: _____

Date: _____