

**School No.: 324159**

# **Quality Review Report (Translated Version)**

## **Guideposts Kindergarten**

**No. 58, Mount Sterling Mall, Lower Podium Floor, Mei Foo Sun Chuen,  
Kowloon**

**20, 21, & 23 May 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2020)**

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**Dates of Quality Review: 20, 21 & 23 May 2019**

**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 Under the guidance of the leadership team, the school maintains close collaboration with the kindergartens under the sponsoring body to discuss administration affairs and curriculum planning. The professional capacity of each school has been capitalised to drive the school to move forward. The leadership team and management of the school are open-minded. They make administration decisions in a transparent manner. They accept and respect teachers' views while caring for their physical and psychological health. The teaching team has developed a sense of belonging to the school. The management has rich experience in school administration. It recognises teachers' expertise and appropriately allocates the duties to exploit their strengths. The management also deploys resources properly to plan systematic training for teachers and actively encourages them to pursue further studies as well as exchanging experience with the kindergarten sector. As a result, a learning community has been developed. The teaching team is able to leverage its expertise so as to enhance the quality of teaching and child care with concerted effort.
- 1.2 The school follows up the recommendations of the previous Quality Review to improve the activity arrangement for children to have sufficient time to participate in free choice activities, so as to cultivate in them active learning abilities. The school has a well-developed school self-evaluation (SSE) mechanism and the culture of SSE has been built. All teachers are able to analyse the views of stakeholders and the review results of different areas of work in an integrated manner. They take note of the development trends of kindergarten education, and devise an annual work plan with clear objectives. Last school year, the school's major concerns were cultivating teachers' positive attitudes towards life, adjusting the ways of analysis of child assessment information and fostering children's inquisitive mind. The school drew up concrete and feasible strategies which adhering to the objectives. It brought the effective strategies into daily practices so as to enhance teaching effectiveness continuously. This school year, the school regards strengthening the

element of free exploration in play as the major concern to facilitate children's learning through play. The school's another major concern in this school year is to enhance teachers' skills in conducting thematic discussion, thereby enhancing children's interest and abilities in active learning. The work plans are thoroughly considered. The school reviews and adjusts the strategies in a timely manner, meanwhile effectively implementing the SSE rationale to promote the school's continuous self-improvement.

- 1.3 The school successfully creates a caring and inclusive atmosphere on the campus. It makes use of diversified strategies to cater for children's learning needs and supports children by collaborating with external professionals. Moreover, the school provides training for teachers to strengthen their abilities in identifying and caring for children who are at risk of developmental delay. It also adopts appropriate strategies to support children's learning. The school strives to promote a caring culture. It organises activities to encourage children to show concern to their grandparents and visit the elderly in the community, so as to let children learn to respect the elderly and care for others from practice.
- 1.4 The school keeps close communication with parents. By means of parents' day, school newsletter, lesson observation and other channels, parents are enabled to understand the school's development and their children's learning performance. Parents are enthusiastic about joining the school's voluntary work. During the morning and afternoon assemblies every day, parents assist children in cleaning their hands upon arrival and tell stories to children. The school established the parent-teacher association last school year and members of the association work together to organise parent sharing activities. Parents are keen to take part in the preparation and implementation work of the school's large-scale activities. They also collect parents' views on different policies for the school and have become partners of the school in promoting parent education.

## **2. Learning and Teaching**

- 2.1 The school designs the curriculum by referring to the child learning outline which is formulated by the curriculum task force of the sponsoring body. It takes account of children's developmental needs and life experiences to devise a comprehensive and appropriate curriculum. The school designs teaching activities based on the rationale of child-centredness. It integrates the learning content of different areas flexibly and adopts play as the teaching strategy, with a view to facilitating children's

joyful learning and growth. The school arranges diversified experiential activities based on the themes, such as posting letters at the post office as well as making and tasting snacks, making learning more fun and relevant to daily life. The daily schedule is properly planned. Children have adequate time for music, physical, art and free choice activities daily to gain balanced and effective learning experiences. The school aptly arranges whole-class, group and individual activities, so that children can learn from interpersonal interaction and cooperation, as well as learn according to their own interests and pace.

2.2 The school has been attaching importance to moral education, it joins hands with parents to foster children's good conduct. The school encourages parents to read moral books with their children. In addition, it encourages parents to praise children for their good behaviour by using a moral booklet. Parents are delighted to give their support. Last school year, the school set cultivating teachers' positive attitudes towards life as the major concern. It organised activities and sharing sessions for teachers to learn to relax their bodies and minds while developing a habit of positive thinking. The above work has been extended to parents to help create a joyful atmosphere on the campus and at home, laying a solid foundation for moral education. From observation, teachers take care of and teach children with positive and optimistic attitudes. They use different strategies, such as inviting children to be little teachers to lead schoolmates to say prayers through the school broadcasting system and serving as "big brother and sister storytellers" to tell stories to the younger ones. Teachers give concrete commendation to children to help them develop a positive self-image and facilitate their social development. Children are willing to face new challenges and eager to serve others, they also show concern to their schoolmates. Children are polite and obedient. They are able to use appropriate ways to express their views and feelings. The work plan has achieved the expected results.

2.3 The school formulates its policy on the assessment of child learning experiences. The assessment content is in line with the curriculum objectives and able to help teachers understand children's development. The school provides assessment guidelines for teachers to assess children's performance in an objective manner. Teachers assess children's learning based on continuous observation such as observation records and works analysis. Such information is kept in the learning portfolios as evidence of children's development. Besides, teachers summarise children's overall progress on a regular basis and invite parents to share their

observation of children so as to display children's development from different perspectives. Last school year, the school adjusted the approach of analysing child assessment information to help teachers collate and record children's performance for parents and the school's reference. Currently, repetition is found for some observation items in different assessment tools. To this end, the school may review and sort out the items for streamlining of assessment process. Furthermore, the school must cancel the practice of using the grading system to reflect K3 children's English learning performance so as to avoid exerting pressure on children.

- 2.4 The representatives of the school management attend the four-school executive meetings chaired by the school supervisor regularly to coordinate the curriculum implementation. The management reports the results of the school curriculum review to inform the curriculum planning of the sponsoring body. At the school-based level, the principal leads senior teachers to coordinate the design and implementation of activities in each grade level, which can provide suggestions for teachers in a timely manner. In addition, there are formal and informal meetings to facilitate professional exchange among teachers and in turn improve their teaching skills. Teachers often review the teaching effectiveness and adjust the teaching methods according to children's performance and learning needs, striving to facilitate children's learning. The school continuously enhances the effectiveness of learning and teaching through the cyclical process of curriculum planning, implementation and evaluation.
- 2.5 Last school year, the school regarded nurturing children's inquisitive mind as its major concern. Continuing the practice of the previous school year and tying in with the theme, the school arranges K3 children to observe plants in the outdoor area and explore the growing process of plants. Materials about scientific exploration are also placed in the classrooms for children's access during free choice sessions. There are abundant materials in the exploration corner that are appealing to children for their observation and experiment. The activities are effective in arousing children's interest in their surroundings. Children manipulate the materials with peers, observe and explore natural phenomena such as sinking, floating and magnetic force. In the review sessions, teachers invite children to share the process of play and their discoveries, meanwhile inspiring other children's sharing. Hence, children's curiosity is sustained. The work plan has achieved positive results.
- 2.6 The school's major concern this year is to exploit children's potential by adopting the strategy of strengthening the element of free exploration in play. During free

choice activities, teachers arrange K3 children to create their own games with different kinds of materials. Children have developed mutual understanding between each other. They discuss the ways to play and decide their roles, during which they unleash their imagination and creativity, while proposing different playing methods. The school provides a favourable learning environment for children's self-directed exploration. Children from different grade levels are allowed to gain comprehensive learning experiences through a wide range of corner activities, including language, art creation and social activities. Under the free atmosphere, children engage in reading, creation and chatting, developing abilities in various aspects. Teachers also take part in corner activities and create a natural language environment to expose children to English and Putonghua in a relaxing and joyful context. Teachers provide children with room for free play. They observe children carefully, understand and accept different ideas as well as become their playmates. They also intervene in a timely manner to stimulate children's creativity, and enhance their communication and problem-solving skills. Teachers make good use of space to display children's two-dimensional and three-dimensional works, and encourage children to appreciate each other so as to build their self-confidence. Overall speaking, children are able to exploit their potential in play and the work plan is proven effective.

2.7 Another major concern of the school this year is to enhance teachers' skills of conducting thematic discussion, thereby strengthening children's interest and abilities in active learning. The management encourages innovation in teaching. It leads the team to design activities based on real-life themes with a view to meeting the interests and needs of children in the school. Teachers make use of different teaching strategies, such as role-play, contextual discussion and collecting information, to guide children to share their own experiences or thoughts. From observation, the learning objectives of thematic discussion activities are clear and teachers are well-prepared for their teaching. Teachers use real objects, videos, etc., to start the conversation and use suitable questions to guide children to share their views. Children are well-participated in the activities and respond actively. They are courageous to speak up and share their thoughts clearly with self-confidence, meanwhile listening and responding to peers willingly. The school is able to enhance children's interest and abilities in active learning through interesting thematic discussion activities.

2.8 The music and physical activities conducted by teachers are effective. Children are

exposed to different musical elements in the music activities. They express their feelings through singing, playing percussion and performing rhythmic movements. Children enjoy the activities and have a sense of satisfaction. Children are engaged in diversified physical activities. Teachers let children select from a wide range of physical activities, such as rope skipping, bouncing balls and group games. Children have much fun in these activities. They relax their bodies and minds while developing their coordination of gross motor skills.

### **3. Recommendations for Enhancing Self-improvement of School**

The school keeps abreast of the trends of kindergarten education. It takes an active role to plan and promote the development of learning and teaching. The management and the teaching team make a concerted effort to promote quality education, so as to provide children with a relaxing and joyful learning environment where they can gain inspiration through play and grow healthily. Building on the solid foundation, the school may streamline its work by reviewing and adjusting the child assessment tools through continuous SSE. In addition, the grading system for reflecting K3 children's English learning performance should be cancelled, thus enhancing the planning of the assessment of child learning experiences.