

School Number : 324264

# **Pre-primary Institutions Quality Assessment Report**

## **Western Pacific Kindergarten**

**1<sup>st</sup> Floor, 101-107 Portland Street, Yau Ma Tei, Kowloon**

**June 2 & 4, 2009**

Education Bureau  
Quality Assurance Division  
Kindergarten Inspection Section

**Date of quality assessment: June 2 & 4, 2009**

- The School passed the assessment*
- The School did not pass the assessment*

## **School performance**

### **1 Advantages of the School**

- 1.1 The School has a clear goal of advocating racial harmony by providing pre-school education for children of various minorities. The Board of directors supports the School in formulating school-based training activities for teachers to promote their professional development, as well as acquiring additional teaching resources according to the children's learning needs. The Board, the management and teachers have been working in good relationship for years to implement the School's objectives. The supervisor is dedicated to the School. Through her strong social network, she obtains various resources in the community to provide for the children activities outside the School so that they can widen their horizons and enrich their learning experience. The management shows good leadership in directing teachers in course planning and operating the School smoothly. Teachers are well experienced and acquainted with the cultures of different ethnic groups, hence they take good care of the children and help them to adapt to the local learning environment. The management encourages communication among staff and welcomes different opinions. Staff collaboration is good, thus promoting the continuous progress of the School.
- 1.2 The School has established a good reputation in the region for more than thirty years, and the enrollment situation is good. Since over 90% of the children are South Asians, a dual head teachers system is employed where class activities are conducted by both local and expatriate teachers in Cantonese and English so as to strengthen communication with the children. Staff liaise regularly with parents to help them understand the learning progress of their children. All communications are available in Chinese and English versions so that parents can access the latest school information. Festivals of different origins are celebrated through activities conducted by parents of various ethnic backgrounds, letting children having a chance to recognize the characteristics of different cultures, thus

gradually establishing an inclusive culture. The caring attitude towards children won the trust and support of parents, and it is certainly favourable to the sustainable development of the School.

## **2 The effectiveness of learning and teaching**

- 2.1 The school reference kit is designed integrally using the thematic approach according to the "Guide to the Pre-primary Curriculum" so as to cover various aspects of learning. Besides thematic teaching, there are two "design activities" every year to cope with the children's learning needs. Visits are arranged to strengthen the spirit of exploration through direct observation. The assessment team agrees that the school curriculum can enrich children's learning experience and enhance interest in learning. The School emphasizes the importance of moral cultivation. The principal sets up different issues in moral training so that children learn through daily activities. The results proved to be successful.
- 2.2 Reading culture is actively promoted. Fifteen minutes' "reading time" is allocated daily. Children read and carry out activities under the guidance of teachers to develop their reading ability. The School also encourages children to read aloud to their family members every day to share with others the joy of reading. Dynamic and static learning are arranged alternatively in the daily learning schedule. Children have ample choice of activities though music and physical activities appear a bit insufficient for K2 and K3. The School needs to arrange more such activities to ensure balanced development for children.
- 2.3 The School makes good use of campus space to set up inspiring learning environment. Children's 2D and 3D art works are displayed at the entrance, as well as along both sides of the stairs and corridors. This not only provides a platform where children can learn from each other, but also a chance to cultivate a sense of belonging to the School. To cope with the "design activity", different corners are allocated in the classroom where children can display articles rich in ethnic color brought from their home, such as shoes and clothes. This enhances children's understanding of different cultures. There are lots of materials designed to be manipulated, which are accompanied by relevant pictures and text put on display boards. These materials proved to be good support to thematic learning. The small

letterbox in the classroom encourages children to communicate with teachers through pictures or text, and this promotes children's interest in language learning.

- 2.4 The quantity of assignments is appropriate. Interesting extended assignments help children to consolidate what they learn during the visits. All parent-child assignments are accompanied by clear instructions, helping parents to guide their children in achieving maximum learning effectiveness. The "Parent-child reading record" helps the children to understand contents of stories. Mini-muscle games for K1 can strengthen the hand-eye coordination skills. "My dictionary" for K2 and K3 encourages children to pay attention to vocabularies in everyday life. The assessment team recommends that in addition to English vocabularies, teachers may also encourage recording Chinese ones to promote the children's interest in learning Chinese characters.
- 2.5 The School has a proper monitoring mechanism on the curriculum. The curriculum outline is planned jointly by the management and teachers, and teachers of all grades arrange the course content according to the children's abilities and interests. Starting this academic year, the post of "Curriculum Teacher" was set up to oversee the content of the curriculum and ensure the consistency of courses at different levels. The management effectively monitors the curriculum design in terms of suitability to the needs of children through inspections, reviewing children's assignments, and participating in teaching conferences. Conferences on topic review help teachers to plan the curriculum design for the coming year.
- 2.6 Teachers are dedicated and nice to the children. They understand the children's cultural background and take care of them meeting their needs. Teachers have good communication skills and give clear instructions. Local courses are adopted. Expatriate teachers and local teachers take turns to lead activities in English and Cantonese. In order to promote interaction among children, various forms of group activities are designed so that children work together in designing posters, umbrellas, etc. Creativity is thus encouraged, as well as learning in different areas and accepting different opinions. Children enjoy group activities and physical games, and teachers monitor these activities to ensure their safety. The assessment team agrees with the management's evaluation

regarding music and physical activities but to further improve teaching efficiency, teachers need to enhance their activity leading skills.

2.7 Children participate actively in school life. They develop their communication skills in both Chinese and English through nursery rhymes, stories and games. They get along well with each other and concentrate in learning activities. K1 children read aloud in class stories written by their teachers while those in K3 designed the "rain sound stick" and read nursery rhymes in English and Cantonese. K2 children designed their own shoes for the "Shoes Museum". There are lots of fun in the class. South Asian children usually communicate in English and they are confident in answering teachers' questions. They may also try to express their views in Cantonese. Teachers make good use of body language to assist needy children and praise them for their good performance. Children take good care of themselves. They put on protective clothing carefully before making spraying pictures. Children serving as group leaders assist their peers in cleaning the desks. They show good health habits in cleaning their hands carefully before refreshments.

2.8 The School's policy in assessing children through continuous observation and recording is correct. The management formulates assessment criteria and guidelines, and set up different focal points at each grade to facilitate observation on children's learning. According to the learning objectives of each topic, teachers record the children's performance in different learning areas, and at the same time collect their art works, activity photographs and textual description to compile their learning experience file. Parents express that the school's observation records and semester final summary report kept them well informed of their children's progress in learning and development. Observation data can also help teachers in reviewing course content and its relevance to the children.

### **3 Recommendations for self-perfection**

3.1 The School maintains good communication with parents through the "Parent newsletter", seminars, class observation, and parents volunteer activities. Parents can learn about the School's mission and their children's learning situation in school. It is recommended that the School should, based on the present foundation, arrange for the parents of various ethnicity talks on early childhood education and the local education

system, helping them to choose suitable primary schools for their children, hence to improve the efficiency of school-parent collaboration in the counselling of child development.

3.2 The School has established a self-assessment framework, and it is viewed by employees from a positive attitude. The management leads teachers in examining the School's performance in all aspects, and draws up the school development plan according to the latest situation. However, the School should arrange data collected accordingly, and critically analyze the School's overall performance so that more accurate improvement measures can be adopted. The School development plan is in line with matters of concern in the self-assessment report, but more specific content and criteria should be set up according to the plan objectives so that its effectiveness can be reviewed and the School's self-improvement further enhanced.

3.3 The School conducts regular peer lesson analysis to help teachers to upgrade their professional standards. The management may consider focusing on the effectiveness of teachers leading music and physical activities, and discuss with them the skills of activity leadership. Sufficient music and physical activities should be arranged every day for children of all grades so that balanced development can be achieved.

Assessors : Ms. Yau So Ngau, Ms. Chen Yuk King