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ABSTRACT

As part of the 1999 comprehensive review of the education system in Hong Kong, the Education Department introduced a quality assurance framework in local kindergartens. The framework comprises two components: self-evaluation and external monitoring. This guide presents performance indicators for use as evaluation criteria with reference to the early childhood education objectives suggested by the Department's Education Commission, recommendations outlined in the Guide to the Pre-Primary Curriculum, professional experience, and research findings. Including the introduction, this document is presented in six parts. Part 2 details the framework for the performance indicators. Performance indicators are presented in four major domains or areas: (1) management and organization (planning and administration, leadership, staff management, utilization of resources, self-evaluation); (2) teaching and learning (curriculum design, teaching and caring for children, children's learning, assessment of learning experiences); (3) support to children and school ethos (caring and supporting services, links with parents and external bodies, school climate); and (4) children's development (intellectual, language, physical, personal and psychological, moral and social, aesthetic and cultural, basic knowledge). Parts 3 through 6 delineate the following for each domain area: aspect covered, what to look for, and information source. The guide concludes with a list of "Dos and Don'ts" for Kindergartens in Hong Kong. (KB)

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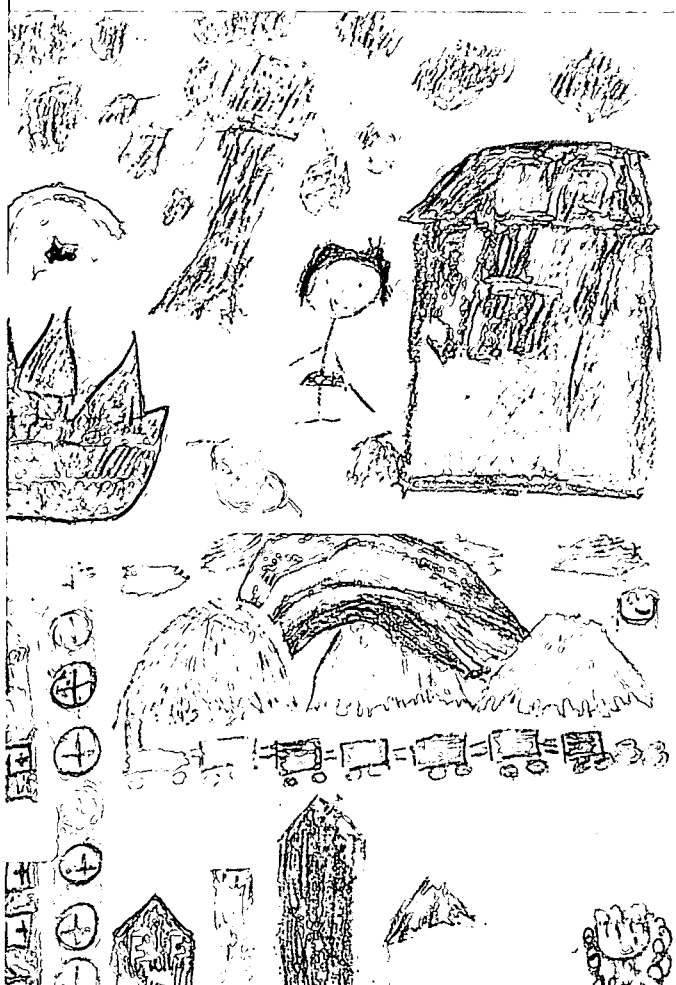
Quality Assurance IN SCHOOL EDUCATION

ED 447 898

Performance Indicators

(for Kindergartens)

(First Edition)



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1. INTRODUCTION

1.1 Background

1.1.1 In the comprehensive review of the overall education system in Hong Kong in 1999, the Education Commission (EC) reiterates that early childhood education (ECE) is the foundation of life long learning, and that the quality of ECE would have a far-reaching effect on the growth of the younger generation. To further enhance the development of quality ECE in Hong Kong, the Education Department (ED) deems it necessary to introduce a quality assurance (QA) framework in local kindergartens (KGs). The framework comprises two important components: self-evaluation for KGs to attain self-improvement; and external monitoring, which encompasses inspections by the ED, and opinions about the KGs from members of the public. As the processes of QA must be open, fair and objective, a set of evaluation criteria should be in place. To this end, the ED has worked out the performance indicators (PIs) for KGs with reference to ECE objectives suggested by the EC, the recommendations outlined in the *Guide to the Pre-primary Curriculum* as well as local and overseas experiences and research findings.

1.2 Task in Developing the PIs

1.2.1 The development of the PIs is an evolving and on-going process. The validity and reliability of the PIs should also be subject to continuous study and test.

1.2.2 Well understanding the complexity involved in the task, the ED has adopted a progressive and systematic approach in the development of the PIs by phases with periodic review

and revision. At this preliminary stage, the main task is to identify the matters of concern in the PIs and to test their validity and reliability in KGs.

1.2.3 To ensure that the task will go on smoothly, the ED has held regular meetings with ECE workers to discuss and revise the content of the PIs. School visits have also been conducted to test the validity and reliability of the PIs and to collect views from ECE workers.

1.2.4 *Performance Indicators (for Kindergartens) (First Edition) (Draft)* published by the ED in February 2000 has been distributed to all kindergartens with a two-month consultation period. Comments received have been carefully considered and served as reference for the revision of the *Performance Indicators (for Kindergartens) (First Edition).*

1.3 Scope for Evaluation

1.3.1 The scope for evaluation is defined on the basis of the following four domains of work in KGs :

I Management and Organization
II Teaching and Learning
III Support to Children and School Ethos
IV Children's Development

1.3.2 The PIs in domains I to III can be broadly categorised as process indicators or contributory factors. These are the processes or mechanism in ECE, the primary aim of which is to assess whether KGs can provide the appropriate teaching and learning environment to achieve the desired effectiveness in education. Those in domain IV can be regarded as output indicators, indicating the extent to which the provision of resources and the structuring of the teaching and learning environment are contributory to the all-round development of children.

1.3.3 This document, *Performance Indicators (for Kindergartens) (First Edition)*, contains 37 PIs applicable to KGs in Hong

Kong and lists out the matters of concern to be addressed in the process of quality assurance.

1.4 Purpose of the PIs

1.4.1 The criteria proposed for the PIs can be used as the basis for evaluating / measuring the various aspects of performance of KGs.

- The KGs can use the PIs to facilitate self-evaluation so as to identify their strengths and areas for improvement, to formulate visionary development plans and to put them in practice for self-improvement.
- The ED can use the PIs to evaluate the performance of the KGs. Inspection reports will be made public so that parents and members of the public could have access to the information about the performance of the KGs.
- Members of the public would have a better understanding of the standard of quality ECE and strive to establish, from the level of the community, the culture of quality ECE.

1.5 Principles in Applying the PIs

1.5.1 To strive for quality ECE and to meet the aspirations of the community, KG operators should comply with the relevant requirements laid down in the Education Ordinance and the Education Regulations, as well as the guidelines and circulars issued by the ED.

1.5.2 Quality ECE should:

- meet the aspirations and requirements of the community on quality ECE through a mechanism of well-defined accountability;
- provide children with balanced development in moral, intellectual, physical, social and aesthetic aspects, and pursue excellence in various aspects; and
- adopt a child-centred approach for teaching and learning to cater for children's needs and to provide them pleasurable learning experiences.

1.5.3 In promoting quality ECE, the ED has published the *List of Dos and Don'ts for Kindergartens* with views from ECE workers and experienced KG operators incorporated after extensive consultation. It was distributed to all kindergartens in July 1999. The List outlines the operational and teaching practices which must be observed and avoided. It is annexed to the *Performance Indicators* for easy reference of KGs in the course of developing their curriculum.

1.5.4 In applying the PIs, due attention should be given to the following:

- To ensure accuracy in the evaluation, the information should be collected through different channels and perspectives so as to ascertain the credibility of the overall judgment. In the process of evaluation, information should be obtained through:
  - observations
  - discussions and interviews
  - questionnaire surveys
  - scrutiny of documents

- School effectiveness is dependent on a variety of factors. Each and every PI can, to a certain extent, reflect the true picture of the school. In the process of evaluation, emphasis should not be paid to a few PIs. Moreover, due attention should be given to the various domains, the relationship and the causality of the PIs.

1.6 The Way Forward

1.6.1 The task in developing the PIs is an on-going process. The ED will draw experiences gained through practices, and take account of views collected and findings of research studies in a bid to seek further improvement to make the PIs more comprehensive and effective in the evaluation process.

1.6.2 Presently, the ED is undertaking two main tasks: to streamline the PIs by deleting repetitive and trivial elements and combining related items; and to enhance the practicality of the PIs by adding illustrations, thereby serving as reference for both internal and external evaluation. Illustrations are provided to show the different levels of performance of the KGs in addressing the PIs.

1.6.3 The PIs will further be developed through practices of the KGs, promotion by the ED, and taking into account the comments and feedback from ECE workers. These fully developed PIs will be contributory to the development of quality ECE. The ED will exert every means and effort towards achieving this goal.

Enquiries, comments and suggestions on the content of this document are welcome, and can be directed to Kindergarten Section, Advisory Inspectorate Division, Education Department as follows:

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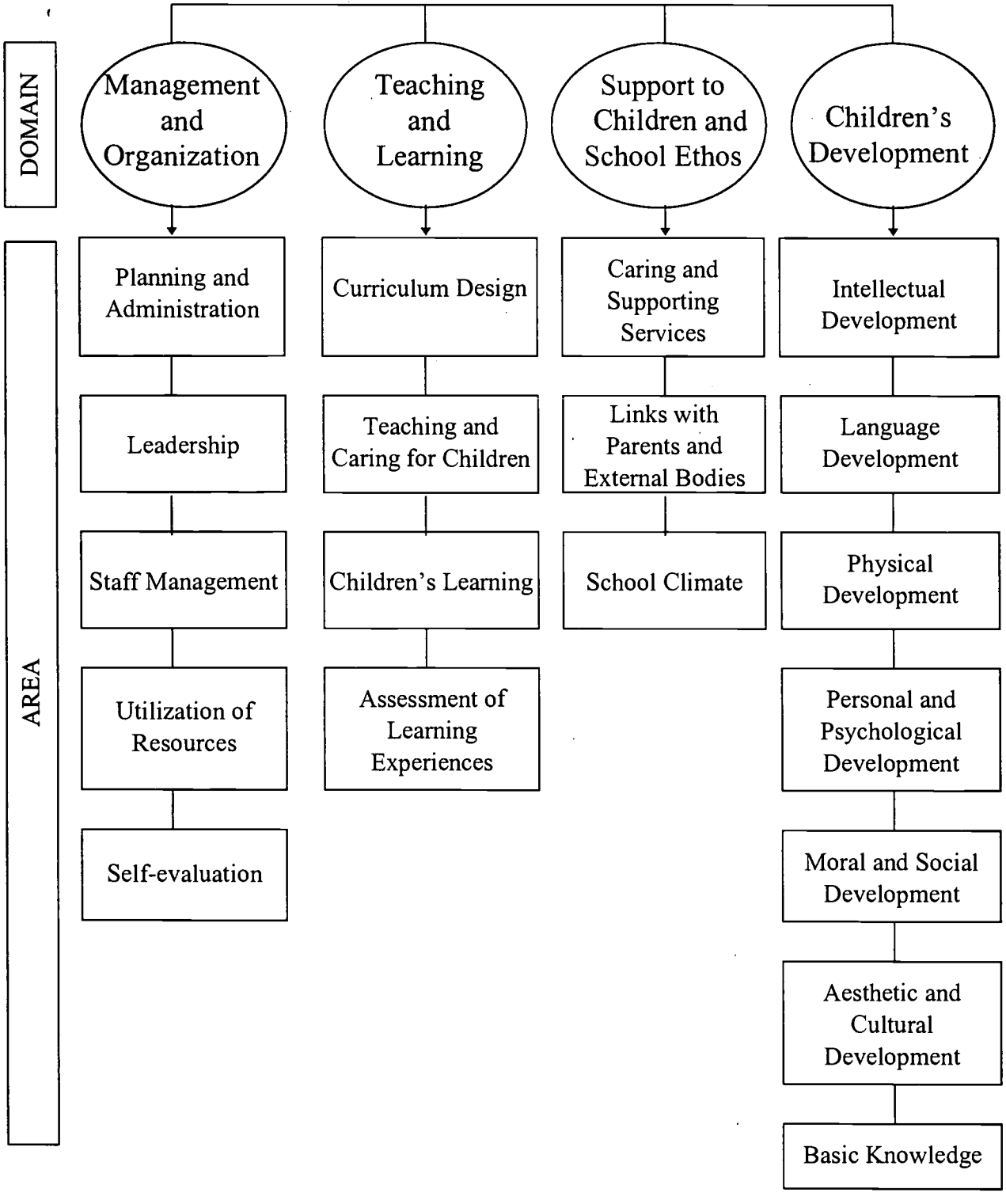
2. A FRAMEWORK OF PERFORMANCE INDICATORS FOR KINDERGARTENS IN HONG KONG

2.1 Areas of School Work to be Assessed

A comprehensive evaluation of the performance of KGs could be made through a set of PIs on the following four major domains:

Domains and Areas



Domain I: Management and Organization

Area	Code No.	Performance Indicator	Aspect	Page No.
Planning and Administration	1.1	Management framework	• Organization framework of school	12
	1.2	School policy	• Mission and aims • School development plan	13
	1.3	School administration	• File management • Arrangement and handling of daily operation • Safety measures	14
Leadership	1.4	Professional competence	• Professional training • Skills and abilities • Working relationship with staff • Relationship with parents	15
Staff Management	1.5	Staff qualifications and duties	• Teachers' qualifications and allocation of duties • Allocation of duties for non-teaching staff	17
	1.6	Staff development and appraisal	• Effectiveness of staff development • Effectiveness of staff appraisal	18
	1.7	Staff co-ordination and liaison	• Staff communication • Staff collaboration • Staff welfare	19
Utilization of Resources	1.8	Organization and use of school premises	• Allocation and use of space • Physical setting and facilities	20
	1.9	Organization and use of resources	• Provision and organization of teaching resources • Management and use	22
	1.10	Financial management	• Financial planning and monitoring	23
Self-evaluation	1.11	Evaluation system	• Self-evaluation framework • Staff participation • Procedures and follow-up actions	24

Domain II: Teaching and Learning

Area	Code No.	Performance Indicator	Aspect	Page No.
Curriculum Design	2.1	Curriculum organization	• Aims and strategies • Comprehensiveness, balance and appropriateness	26
	2.2	Curriculum management	• Co-ordination and monitoring • Environment and facilities • Curriculum review	27
Teaching and Caring for Children	2.3	Strategies and skills	• Planning and assessment of teaching programmes • Teaching methods • Communication skills and interaction • Classroom management • Caring / routine training	29
	2.4	Attitude and knowledge	• Teaching attitude • Professional knowledge	33
Children's Learning	2.5	Performance and progress in the learning process	• Learning attitude • Modes of learning and their effectiveness • Learning atmosphere	34
Assessment of Learning Experiences	2.6	Assessment policy and system	• Assessment policy and guidelines • Assessment system and methods	35
	2.7	Use of assessment information	• Children's development records • Children's development reports	36

Domain III: Support to Children and School Ethos

Area	Code No.	Performance Indicator	Aspect	Page No.
Caring and Supporting Services	3.1	Provision of services to children with special educational needs	• Provision of support to the gifted children, children with disabilities, learning difficulties, emotional problems or chronic illness	38
	3.2	Provision of support to children	• Provision of support to children with family problems • Provision of support to newly admitted children • Provision of support to new arrival children • Provision of support to children about to be promoted to Primary One	39
Links with Parents and External Bodies	3.3	Home-school co-operation	• Communication channels • Home-school relationship	40
	3.4	Links with external bodies	• Links with other organizations • Links with the community	41
School Climate	3.5	School atmosphere	• Vision and values • Perception of the school	42
	3.6	Interpersonal relationship	• Staff relationship • Teacher-child relationship • Peer relationship	43

Domain IV: Children's Development

Area	Code No.	Performance Indicator	Aspect	Page No.
Intellectual Development	4.1	Divergent thinking	• Logical reasoning and creativity	45
	4.2	Learning attitude	• Learning initiative, persistence and concentration	46
Language Development	4.3	Listening, speaking, reading and writing abilities	• Listening ability • Speaking ability • Reading ability • Pre-writing ability	47
	4.4	Communication skills	• Interpersonal communication ability	48
Physical Development	4.5	Physical movement	• Coordination of gross and fine motor skills	49
	4.6	Healthy living habits	• Personal hygiene and self-care ability	50
Personal and Psychological Development	4.7	Self-concept	• Self-image	51
	4.8	Emotional development	• Expression of feelings • Self-control	52
Moral and Social Development	4.9	Moral development	• Sense of responsibility, social morality and positive attitude towards people	53
	4.10	Social development	• Social relationship	54
Aesthetic and Cultural Development	4.11	Aesthetic development	• Creativity and imagination • Ability to appreciate various forms of beauty	55
	4.12	Interest in culture and art	• Knowledge of local culture, customs and festivals • Appreciation of the cultures of other countries	56
Basic Knowledge	4.13	Life experience	• Knowledge about self • Knowledge about the environment • Language and early mathematical experience	57

3. PERFORMANCE INDICATORS
DOMAIN I: MANAGEMENT AND ORGANIZATION

Area	Performance Indicator
Planning and Administration	• Management framework • School policy • School administration
Leadership	• Professional competence
Staff Management	• Staff qualifications and duties • Staff development and appraisal • Staff co-ordination and liaison
Utilization of Resources	• Organization and use of school premises • Organization and use of resources • Financial management
Self-evaluation	• Evaluation system

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Planning and Administration	Management framework	• Organization framework of school	• What roles do the school supervisor and members of the School Management Committee (SMC) play in formulating the policy and long-term aims of the school, monitoring the implementation of school plans and reviewing the progress of work? • Have the school supervisor, members of the SMC and school head complied with the Education Ordinance, the Education Regulations as well as the guidelines and circulars issued by the ED in running the school? • How does the school define the duties and responsibilities of its staff?	• Interviews with the school head • Records of allocation of duties • Pupils' handbook • Teachers' code of practice • Minutes of meetings • School plans • School profile • Questionnaires issued to teaching staff • Questionnaires issued to non-teaching staff

PI - 1.1

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Planning and Administration	School policy	• Mission and aims	• To what extent do the aims of education of the school align with the aims of pre-primary education in Hong Kong? • How does the school formulate its aims of education? How are its goals and aims of education conveyed to staff and parents?	• Interviews with the school head • Pupils' handbook • Teacher's code of practice • Minutes of meetings • School plans • Correspondence with parents and publications issued to parents • School profile • Questionnaires issued to teaching staff • Questionnaires issued to non-teaching staff • Questionnaires issued to parents
		• School development plan	• Has the school formulated any development plan? • To what extent do the goals in the development plan align with the policies of pre-primary education in Hong Kong and the goals of the school? • How does the school inform parents of the development of school?	

PI - 1.2

Domain I : Management and Organization

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Planning and Administration	School administration	• File management	• How does the school maintain files? Is the filing system easily accessible to staff?	• Records of school activities • Minutes of meetings • Interviews with teaching and non-teaching staff • School contingency guidelines and records • Records of regular preventive drills • Inspections of the safety equipment against fire, fire escapes and exits, and sick room in the school • Safety rules and precautionary measures • Questionnaires issued to teaching staff • Questionnaires issued to non-teaching staff
		• Arrangement and handling of daily operation	• How does the school handle daily matters to ensure its smooth operation?	
		• Safety measures	• Do safety measures and equipment of the school meet the requirements of the Education Ordinance and the Education Regulations? • How does the school formulate and implement the safety rules? • What are the school's contingency plans to deal with crises and accidents? • Has the school taken out any insurance policy for public liability and group personal accident as advised by the ED circulars?	

PI - 1.3

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Leadership	Professional competence	• Professional training	• Apart from recognized basic training in the profession, what other job-related training have the school head and teachers-in-charge received?	• Interviews with the school head, teachers-in-charge and staff • Records of training courses attended by the school heads and teachers-in-charge • Minutes of meetings • School profile • Questionnaires issued to teaching staff • Questionnaires issued to non-teaching staff
		• Skills and abilities	• How does the school management[①] lead the teaching staff to formulate and attain the teaching goals? • How does the school management lead its staff to formulate school policies and work plans? • How does the school head foster links between its staff and the SMC?	

PI - 1.4

① Members of the SMC, school supervisor, school head and teachers-in-charge

Domain I : Management and Organization

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Leadership	Professional competence	• Working relationship with staff	• How is the working relationship between management and staff? • What communication channels are available for staff to express their views? How does the management treat their views?	• Interviews with the school head, teachers-in-charge and staff • Minutes of meetings • Questionnaires issued to teaching staff • Questionnaires issued to non-teaching staff • Questionnaires issued to parents • Interviews with parents
		• Relationship with parents	• What communication channels are available for parents to express their views? How does the management treat their views?	

PI - 1.4

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Staff Management	Staff qualifications and duties	• Teachers' qualifications and allocation of duties	• Is the proportion of professionally trained teachers employed by the school in compliance with the ED's stipulation? • Do teachers' qualifications meet the ED's requirement? • Is the teacher/pupil ratio in compliance with the requirements as laid down in the Education Ordinance and the Education Regulations? • How are teachers' duties and workload allocated? Are teachers clear about their duties?	• Records of teacher's qualifications • Teaching timetables • Duty lists of teaching and non-teaching staff • School profile • Interviews with staff • Questionnaires issued to teaching staff • Questionnaires issued to non-teaching staff
		• Allocation of duties for non-teaching staff	• How are non-teaching staff's duties and workload allocated? Are non-teaching staff clear about their duties?	

PI - 1.5

Domain I : Management and Organization

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Staff Management	Staff development and appraisal	• Effectiveness of staff development	• How does the school formulate its staff development programmes? How effective are these programmes? • How does the school render support to newly appointed and inexperienced staff? • Does the school encourage and support staff to pursue further studies?	• Interviews with the school head, teachers-in-charge and teachers • Plans and records of staff development programmes • Documentation of staff appraisal policy and system • Teachers' code of practice • Duty lists • Minutes of meetings • Questionnaires issued to teaching staff • Questionnaires issued to non-teaching staff
		• Effectiveness of staff appraisal	• How does the school assess the performance of its staff? What is the staff's acceptance of the content and criteria of assessment? • In what way does the staff appraisal system correlate with professional development of staff?	

PI - 1.6

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Staff Management	Staff co-ordination and liaison	• Staff communication	• How does the school foster communication among staff?	• Interviews with the school head, teachers-in-charge and teachers • Teachers' code of practice • Duty lists • Minutes of meetings • Questionnaires issued to teaching staff • Questionnaires issued to non-teaching staff
		• Staff collaboration	• How do staff members co-operate with one another in facilitating team spirit?	
		• Staff welfare	• Are the staff welfare and safety protection measures provided by the school in compliance with the requirements laid down in the Employment Ordinance as well as the Occupational Safety and Health Ordinance? • Is there any staff welfare and incentive system in place?	

PI - 1.7

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Utilization of Resources	Organization and use of school premises	• Allocation and use of space	• Is the number of pupils enrolled in line with the approved permitted accommodation of each classroom? • Does the allocation of accommodation and the size of play areas conform to the standards recommended in the *Manual of Kindergarten Practice*? • How does the school make use of its space to provide different types of learning activities for children?	• Inspection of classrooms, pantry, sick room, toilets, play areas and special activity areas • Minutes of meetings • Records of allocation of space and play areas • Questionnaires issued to teaching staff • Questionnaires issued to parents • Questionnaires issued to non-teaching staff

PI - 1.8

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Utilization of Resources	Organization and use of school premises	• Physical setting and facilities	• Do sanitary conditions in the school satisfy the requirements of the Education Ordinance and the Education Regulations? • Do the school facilities meet the requirements laid down in the *Manual of Kindergarten Practice*? • Is the provision of meals and afternoon nap area for whole-day classes up to the standard recommended in the *Manual of Kindergarten Practice*? • How do the physical setting and the facilities in the school premises meet the needs of children? • How does the school provide the children and staff with a hygienic, safe and comfortable environment?	• Inspection of classrooms, pantry, sick room, toilets, play areas and special activity areas • Minutes of meetings • Records of allocation of space and play areas • Questionnaires issued to teaching staff • Questionnaires issued to parents • Questionnaires issued to non-teaching staff

PI - 1.8

Domain I : Management and Organization

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Utilization of Resources	Organization and use of resources	• Provision and organization of teaching resources	• In what ways do the teaching resources provided by the school meet the needs of children? • How does the school make use of community resources to support teaching? • Has the school made good use of parents' assistance as a kind of teaching resources?	• Interviews with the school head and staff • Resources list / inventory list: records of allocation and use of teaching aids • Inspection of storage areas for resources and teaching aids • Questionnaires issued to parents
		• Management and use	• How are teaching resources being stored, maintained and replenished? • How does the school encourage its staff to make good use of its resources?	• Questionnaires issued to teaching staff • Questionnaires issued to non-teaching staff

PI - 1.9

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Utilization of Resources	Financial management	• Financial planning and monitoring	• How does the school prepare its budget and manage its accounts? • Has the school management made proper use of its funds to improve the quality of the school?	• School budgeting records • Questionnaires issued to teaching staff • Questionnaires issued to non-teaching staff

PI - 1.10

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Self-evaluation	Evaluation system	• Self-evaluation framework	• How does the self-evaluation mechanism match with the school's overall development plan?	• Interviews with the school head and staff • Minutes of meetings • Information on the evaluation system • Questionnaires issued to teaching staff
		• Staff participation	• How does the school encourage staff to participate in its self-evaluation work?	
		• Procedures and follow-up actions	• How does the school determine the scope and procedures of self-evaluation? • How does the school follow up on the findings of self-evaluation?	

PI - 1.11

4. PERFORMANCE INDICATORS
DOMAIN II: TEACHING AND LEARNING

Area	Performance Indicator
Curriculum Design	• Curriculum organization • Curriculum management
Teaching and Caring for Children	• Strategies and skills • Attitude and knowledge
Children's Learning	• Performance and progress in the learning process
Assessment of Learning Experiences	• Assessment policy and system • Use of assessment information

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Curriculum Design	Curriculum organization	• Aims and strategies	• Are the aims in line with the goals of the school and the curriculum aims in the *Guide to the Pre-primary Curriculum*? • Does the school adopt suitable teaching and learning strategies, a child-centred curriculum and assessment mechanism?	• Interviews with school head, teachers-in-charge and teachers • Relevant curriculum documents • Class observation
		• Comprehensive-ness, balance and appropriateness	• Is the curriculum effective in fostering the all-round development of children in physical, intellectual, language, emotional, aesthetic and social aspects? • Is the curriculum organized and planned to meet the developmental needs, abilities, interests and experiences of the children? • Can the school design activities to enhance children's balanced development through play? • Are the activities integrated and effectively devised around the themes?	

PI - 2.1

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Curriculum Design	Curriculum management	• Co-ordination and monitoring	• Is the curriculum well co-ordinated to ensure that learning activities match the development of the children? • How does the school monitor the implementation of the curriculum?	• Observation • Interviews with school head and teachers • Relevant curriculum documents
		• Environment and facilities	• Is there adequate provision of suitable teaching resources? • How effective are the teaching and learning resources put to use? • How does the school provide / create a learning environment which is conducive to various aspects of children's development? • Does the learning environment give children a sense of security and make them attentive in learning?	• Records of teaching resources • Minutes of meetings

PI - 2.2

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Curriculum Design	Curriculum management	• Curriculum review	• Is there any curriculum review process in place? How does the school make use of the findings of the review? • Does the school take into account the interests and abilities of children, the curriculum trends and development in its curriculum review?	• Observation • Interviews with school head, teachers-in-charge and teachers • Relevant curriculum documents • Records of teaching resources • Minutes of meetings

PI - 2.2

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Teaching and Caring for Children	Strategies and skills	• Planning and assessment of teaching programmes	• Are there any specific teaching objectives, learning targets and evaluation of teaching effectiveness for the teaching programmes and learning activities? • Are children's abilities, interests and needs taken into account in the formulation of teaching programmes? • Does the daily schedule provide children with opportunities for balanced learning experiences? Are children given time to participate in activities of their own choice? • Are teachers involved in the formulation and assessment of teaching programmes? • How do teachers help create a learning environment with the employ of appropriate teaching materials and aids to provide children with learning experiences?	• Class observation • Interviews with school head, teachers-in-charge and teachers • Relevant curriculum documents • Teaching programmes

PI - 2.3

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Teaching and Caring for Children	Strategies and skills	• Teaching methods	• Is teaching mainly conducted through play and activities? • Do teachers adopt appropriate teaching methods to help children in their learning? • Can the teaching methods adopted by teachers address the needs of children with individual differences? • Can teachers arouse children's motivation and interest in learning? • Are teaching methods evaluated and refined where necessary?	• Class observation • Interviews with school head, teachers-in-charge and teachers • Relevant curriculum documents • Teaching programmes

PI - 2.3

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Teaching and Caring for Children	Strategies and skills	• Communication skills and interaction	• Do teachers use appropriate language to communicate with children? • Are teachers' explanations, instructions and demonstrations geared to children's needs? • Can teachers use appropriate communication skills? • Do teachers talk with individual children frequently and give them encouragement and positive reinforcement?	• Class observation • Interviews with school head, teachers-in-charge and teachers • Relevant records / documents
		• Classroom management	• How do teachers make the best use of the activity time? • Are teachers effective in maintaining order in classrooms and activity areas? • How do teachers deal with children's behavioural problems?	

PI - 2.3

Domain II : Teaching and Learning

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Teaching and Caring for Children	Strategies and skills	• Caring / routine training	• Do teachers pay attention to children's health condition and take good care of them? • Do teachers cater for individual differences of children when they are learning on their own or in groups? • Do teachers help children acquire knowledge of health and safety through practices? • Do teachers help children develop good habits through practices? • Do teachers make good use of routine training in helping children to be co-operative and observant of rules?	• Class observation • Interviews with school head, teachers-in-charge and teachers • Relevant records / documents

PI - 2.3

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Teaching and Caring for Children	Attitude and knowledge	• Teaching attitude	• Are teachers cordial and friendly? Do they give encouragement and positive reinforcement to children? • Are children's opinions respected?	• Class observation • Interviews with school head, teachers-in-charge and teachers • Children's work • Teaching programmes and schemes of work • Records of teachers' qualifications
		• Professional knowledge	• Can teachers apply theories of child development into practice? • Do teachers have reasonable expectations of children's learning?	

PI - 2.4

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Children's Learning	Performance and progress in the learning process	• Learning attitude	• Are children active in their learning? Do they find learning enjoyable? • Are children attentive and fully engaged in learning? • Are children willing to share and cooperate with others in learning activities? • Are children confident in their learning?	• Children's work • Class observation • Interviews with school head, teachers-in-charge and teachers
		• Modes of learning and their effectiveness	• Can children make good use of the various learning resources and interest corners in their learning? • Can children develop their skills through participation in play activities?	
		• Learning atmosphere	• Is the learning atmosphere relaxing and enjoyable? • Are children given the opportunities to share their experiences, ideas and feelings?	

PI - 2.5

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Assessment of Learning Experiences	Assessment policy and system	• Assessment policy and guidelines	• Is there any overall policy on assessing children's development in accordance with the *Guide to the Pre-primary Curriculum* and the needs of the school? • Are the assessment policy and system reviewed?	• Teaching programmes and schemes of work • Interviews with teachers • Interviews with parents • Children's development records • Children's work
		• Assessment system and methods	• Is the assessment system conducive to understanding the development of children? • Do the assessment methods match children's interests and abilities? • Are observation reports and records used to assess the various aspects of children's development? • Do teachers frequently give appropriate feedback to children?	

PI - 2.6

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Assessment of Learning Experiences	Use of assessment information	• Children's development records	• How does the school maintain the children's development records? • How does the school make use of the assessment information to facilitate teaching?	• Teaching programmes and schemes of work • Interviews with teachers • Interviews with parents • Children's development records
		• Children's development reports	• How does the school inform parents of their children's development? • Is the information on children's development included in the assessment reports? • Is the assessment information effective in fostering communication between school and parents, thus enabling the latter to get to know the development of their children?	

PI - 2.7

5. PERFORMANCE INDICATORS DOMAIN III: SUPPORT TO CHILDREN AND SCHOOL ETHOS

Area	Performance Indicator
Caring and Supporting Services	• Provision of services to children with special educational needs • Provision of support to children
Links with Parents and External Bodies	• Home-school co-operation • Links with external bodies
School Climate	• School atmosphere • Interpersonal relationship

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Caring and Supporting Services	Provision of services to children with special educational needs	• Provision of support to the gifted children, children with disabilities, learning difficulties, emotional problems or chronic illness	• Do the staff accept children with special educational needs and help them integrate into the school life? • How does the school offer support to children with special educational needs? • Does the school observe and record any unusual behaviour of children? • Will the school enlist professional/external support and have the case referred as and when necessary?	• Interviews with school head and teachers • Class observation • Relevant school policy documents • Records of observation • Records of referral

PI - 3.1

Domain III: Support to Children and School Ethos

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Caring and Supporting Services	Provision of support to children	• Provision of support to children with family problems	• Does the school have close contact with parents so as to understand the problems and needs of these children? • Does the school encourage parents to seek professional / external support? • How does the school offer support to children with family problems?	• Interviews with school head and teachers • Class observation • Relevant school policy documents • Records of observation • Records of referral
		• Provision of support to newly admitted children	• How does the school make specific arrangements to help children in nursery class to adapt to the school life? • How does the school help those children who are admitted during term-time to adapt to the school life?	
		• Provision of support to new arrival children	• How does the school make specific arrangements to help the new arrival children to adapt to the school life?	
		• Provision of support to children about to be promoted to Primary One	• How does the school make specific arrangements to help children in the upper kindergarten class to adapt to the school life in Primary One?	

PI - 3.2

Domain III: Support to Children and School Ethos

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Links with Parents and External Bodies	Home-school co-operation	• Communication channels	• What are the means of communication between school and parents?	• Pupils' handbooks • Children's development records • Interviews with parents • Interviews with staff • Questionnaires issued to parents • School circulars
		• Home-school relationship	• How does the school render support to parents? • How does the school encourage parents to participate in school activities? Do parents support these activities? • How does the school maintain home-school cooperation?	

PI - 3.3

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Links with Parents and External Bodies	Links with external bodies	• Links with other organizations	• How does the school collaborate with different organizations so as to provide support to the children / parents?	• Interviews with parents • Questionnaires issued to parents • Interviews with staff • Activity records
		• Links with the community	• How does the school make use of the social setting and community resources?	

PI - 3.4

Domain III: Support to Children and School Ethos

Area	Performance Indicator	Aspect	What to look for?	Source of Information
School Climate	School atmosphere	• Vision and values	• What attitudes do staff and parents have towards the school's vision and values pertaining to education?	• Observation • Interviews with staff and parents • Conversations with children
		• Perception of the school	• How do the staff, children and parents perceive the school?	• Questionnaires issued to teaching staff • Questionnaires issued to non-teaching staff

PI - 3.5

Area	Performance Indicator	Aspect	What to look for?	Source of Information
School Climate	Interpersonal relationship	• Staff relationship	• How do the staff get along with one another? How is their working relationship?	• Observation • Interviews with staff and parents
		• Teacher-child relationship	• How do teachers and children get along with one another? How is their relationship?	• Conversations with children • Questionnaires issued to teaching staff
		• Peer relationship	• How do children get along with one another? How is their relationship?	• Questionnaires issued to non-teaching staff

PI - 3.6

6. PERFORMANCE INDICATORS
DOMAIN IV: CHILDREN'S DEVELOPMENT

Area	Performance Indicator
Intellectual Development	• Divergent thinking • Learning attitude
Language Development	• Listening, speaking, reading and writing abilities • Communication skills
Physical Development	• Physical movement • Healthy living habits
Personal and Psychological Development	• Self-concept • Emotional development
Moral and Social Development	• Moral development • Social development
Aesthetic and Cultural Development	• Aesthetic development • Interest in culture and art
Basic Knowledge	• Life experience

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Intellectual Development	Divergent thinking	• Logical reasoning and creativity	• Can children observe, compare and analyse things from different perspectives? • Can children judge, deduce and solve problems based on their knowledge or experiences? • Can children notice and tell the differences of changes in things around them? How do children apply their experience to daily life? • Can children express their original ideas, creativity and imagination?	• Observation of children's learning activities • Interviews with teachers, parents • Conversations with children • Children's work • Children's development records

PI - 4.1

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Intellectual Development	Learning attitude	• Learning initiative, persistence and concentration	• Do children have curiosity about things around them? Can they raise questions or make suggestions on their own initiative? • Do children show interest and initiative in taking part in activities? • Are children attentive and fully engaged in the activities? • Are children curious about things that they do not know? Can they demonstrate the persistence in getting to the root of a problem and trying again after failure in learning activities?	• Observation of children's learning activities • Interviews with teachers and parents • Conversations with children • Children's work • Children's development records

PI - 4.2

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Language Development	Listening, speaking, reading and writing abilities	• Listening ability	• Can children use the sense of hearing to identify and respond to different sounds?	• Observation of children's learning activities • Interviews with teachers and parents • Conversations with children • Children's work • Children's development records
		• Speaking ability	• Can children express their ideas, feelings and needs in their mother tongue?	
		• Reading ability	• Can children understand ideas expressed in pictures, symbols or words? Are they interested in reading and have good reading habits?	
		• Pre-writing ability	• Can children use pictures and symbols to express their ideas or things that they know?	

PI - 4.3

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Language Development	Communication skills	• Interpersonal communication ability	• Can children use body language, pictures, symbols or words to communicate with others? • Can children use appropriate expression to converse with others?	• Observation of children's learning activities • Interviews with teachers and parents • Conversations with children • Children's work • Children's development records

PI - 4.4

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Physical Development	Physical movement	• Coordination of gross and fine motor skills	• Can children co-ordinate the four limbs? • Do children display vigour during activities? • Do children have good control of their hands and fingers? Do they have good eye-hand co-ordination? • Can children demonstrate their ability in coordinating gross and fine motor skills during activities?	• Observation of children's learning activities • Interviews with teachers and parents • Conversations with children • Children's work • Children's development records • Children's health records

PI - 4.5

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Physical Development	Healthy living habits	• Personal hygiene and self-care ability	• Do children have good living habits? • Can children take care of themselves in their daily life?	• Observation of children's learning activities • Interviews with teachers and parents • Conversations with children • Children's work • Children's development records

PI - 4.6

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Personal and Psychological Development	Self-concept	• Self-image	• Do children participate in play activities with confidence? • Do children accept well-intended advice and suggestions? • Can children finish activities on their own with confidence?	• Observation of children's learning activities • Interviews with teachers and parents • Conversations with children • Children's work • Children's development records

PI - 4.7

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Personal and Psychological Development	Emotional development	• Expression of feelings	• Can children understand and express their feelings and needs? • Can children show concern about and understand others' feelings and needs?	• Observation of children's learning activities • Interviews with teachers and parents • Conversations with children
		• Self-control	• Are children willing to obey the school rules? • Can children properly express and control their emotions in times of disappointment and frustration?	• Children's work • Children's development records

PI - 4.8

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Moral and Social Development	Moral development	• Sense of responsibility, social morality and positive attitude towards people	• Do children observe discipline and demonstrate such awareness in their behaviour? • Can children take good care of public property and keep the environment clean and tidy? • Are children environmentally conscious in their behaviour? • Are children willing to serve their community and take up due responsibilities? • Can children show concern for others' needs in social / group activities?	• Observation of children's learning activities • Interviews with teachers and parents • Conversations with children • Children's work • Children's development records

PI - 4.9

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Moral and Social Development	Social development	• Social relationship	• Do children observe the social etiquette in getting along with people? • Can children accept the fact that people are different from one another? • Do children get used to the school life?	• Observation of children's learning activities • Interviews with teachers and parents • Conversations with children • Children's work • Children's development records

PI - 4.10

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Aesthetic and Cultural Development	Aesthetic development	• Creativity and imagination	• Do children enjoy creative activities? • Can children express imaginatively and creatively their experiences and feelings in different ways?	• Observation of children's learning activities • Interviews with teachers and parents • Conversations with children • Children's work • Children's development records
		• Ability to appreciate various forms of beauty	• Are children interested in, concerned about and able to appreciate various forms of beauty? • Do children know how to appreciate others' work or performances?	

PI - 4.11

Area	Performance Indicator	Aspect	What to look for?	Source of Information
Aesthetic and Cultural Development	Interest in culture and art	• Knowledge of local culture, customs and festivals	• Do children know some stories and customs relating to traditional festivals? Are they willing to participate in activities celebrating the festivals? • Do children understand the relationship between themselves and their nation?	• Observation of children's learning activities • Interviews with teachers and parents • Conversations with children • Children's work • Children's development records
		• Appreciation of the cultures of other countries	• Do children appreciate the similarities and differences of the cultures of different countries?	

PI - 4.12

Area	Performance Indicators	Aspect	What to look for?	Source of Information
Basic Knowledge	Life experience	• Knowledge about self	• Do children have basic knowledge about their sex and various parts of their body? • Do children know the similarities and differences among themselves? • Are children safety conscious and do they know how to protect themselves?	• Observation of children's learning activities • Interviews with teachers and parents • Conversations with children • Children's work • Children's development records
		• Knowledge about the environment	• Do children have basic knowledge of things around them?	
		• Language and early mathematical experience	• Can children make good use of language and their early mathematical experience to solve problems in daily life?	

PI - 4.13

EDUCATION DEPARTMENT
Hong Kong

14 July 1999

SCHOOLS CURRICULUM CIRCULAR NO. 4 /99
List of Dos and Don'ts for Kindergartens

[Note : This circular should be read by -

(a) Supervisors and Heads of all Kindergartens and Schools with Kindergarten Classes - for necessary action; and

(b) Heads of all Sections - for information]

The purpose of this circular is to inform schools of the attached List of Dos and Don'ts for Kindergartens recently prepared by the Education Department.

2. In order to enhance the quality of teaching in kindergartens, the Education Department has drawn up the above list, outlining the various items which should be followed or avoided in running the school and in teaching, so that kindergartens can refer to them in the course of planning their curriculum.

3. In formulating the List, we have widely consulted pre-primary educators and experienced school operators and have incorporated their proposals into the document.

4. Enquiries or views about the attached List may be directed to the Kindergarten Section, Advisory Inspectorate Division at 2892 6519 to 2892 6523.

C K TAM
for Director of Education

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提供優質學校教育，致力發展個別潛能，培育學生迎接人生挑戰。
Our Vision
We provide quality school education for our students, to develop their potential to the full and to prepare them for the challenges in life.

我們的使命
提供專業服務，確保資源善用，協助社會人士，發展優質教育。
Our Mission
We deliver professional services and ensure effective use of resources.
We forge partnerships to promote excellence in school education.

List of Dos and Don'ts for Kindergartens

The Review of Academic System : Aims of Education Consultation Document released by the Education Commission of Hong Kong early this year has aroused wide response from the public. The implicit consensus is that the enhancement of the quality of education is a prerequisite for furthering the development of society; moreover, quality education should begin from the pre-primary level. The kindergarten sector, therefore, should consider how to further enhance the quality of kindergarten education on the present basis.

Kindergartens should aim to foster children's balanced development in the moral, cognitive, physical, social and aesthetic aspects. Some parents, however, place undue concern on cognitive development and tend to overlook the importance of a balanced development in all aspects. Some even carry the misconception that cognitive development means merely the accumulation of knowledge. In order to pamper parents' expectations, some kindergartens are inclined to emphasize rote-learning, repetitive and mechanical copying and recitation exercises. These activities will weaken children's creativity and interest in learning. In fact, the pre-primary education sector should uphold their professional standpoint, and should help parents understand that the aim of cognitive development is to develop children's abilities of observation, concentration, analysis, reasoning, expression, judgement and problem-solving ability, and their positive learning attitude.

Learning activities in kindergartens should be child-centered so that children can learn happily and effectively through play and activities. Due consideration should be given to the experience, ability and interest of children. Kindergartens should identify what should be learned at kindergarten level and what could be left until primary level. For instance, helping children to learn their native language is of paramount importance at kindergarten level because this will help them to develop their communication skills and thinking abilities. Some kindergartens, however, are teaching primary curriculum content; such difficult learning content will hamper children's interest in learning. Besides, the

learning content should not be overloaded so that kindergarten children are not hurried through ineffective learning activities. Kindergartens should not put into their curriculum unsuitable teaching approaches and teaching content.

Although children's developmental process is more or less the same, there are differences in their innate and acquired talents, character and pace of development. Kindergarten education must cater for individual differences and help children develop to their full potential. The implemented curriculum, therefore, should not be standardized, ignoring individual learning needs.

The Education Department has all along been providing guidelines for quality kindergarten education. Detailed information may be obtained from the Education Ordinance, the Education Regulations, Manual of Kindergarten Practice (1994), Guide to the Pre-primary Curriculum (1996), as well as other related guidelines and circulars. Since it is impossible to include the many details concerning school operation and teaching in this document, the major dos and don'ts are hereby listed out in the attached table for easy reference. The items under dos are principles and directions which should be followed in running a kindergarten and in teaching. The don'ts are areas which require improvement in curriculum planning and implementation in some kindergartens. It is hoped that the pre-primary education sector will do some self-reflection, review and improvement, as well as to comply with stipulated requirements in kindergarten operation, so as to achieve the aim of providing quality kindergarten education.

Subject	Dos	Don'ts
Education Ordinance and Education Regulations	• Must comply with the provisions of the Education Ordinance and Education Regulations in operating the school, for example, exhibiting the certificate of registration and the fees certificate in a prominent place within the school premises, displaying the permitted accommodation in a prominent place in the classroom, start operating only after the school has been registered, admitting pupils in accordance with the approved number of classrooms and the permitted accommodation, and charging fees as specified in the fees certificate	
Guidelines and circulars issued by the Education Department	• Adhere and refer to the guidelines and circulars issued by the Education Department in operating the school • Adhere and refer to the "Manual of Kindergarten Practice" (1994) published by the Education Department in operating the school, for example, providing adequate play areas, appropriate facilities and safety measures as well as a healthy learning environment for the children	

Subject	Dos	Don'ts
Curriculum		
Aims	• Set aims in accordance with the Guide to the Pre-Primary Curriculum (1996) issued by the Education Department	
Planning and organization	• The curriculum should cover the moral, cognitive, physical, social and aesthetic aspects of development	• Don't place undue emphasis on a particular aspect. Don't concentrate on imparting knowledge and ignoring the importance of cultivating attitudes and developing skills
	• The curriculum should match the experience, ability and interest of the children	• Don't develop a curriculum which fails to accommodate the differences in learning ability and interest among children • Don't overload the curriculum • Don't design a curriculum which is too difficult for the children • Don't ask children in Nursery Class to write
	• Organize various activities to promote the all-round and balanced development of the children	• Don't plan daily activities without music activities, physical play and activities for social development and creativity
Teaching and learning	• Adopt different teaching approaches and organize various child-centered learning activities	• Don't adopt a one-way, lecturing form of teaching
	• Develop learning activities based on children's experiences and school-provided experiences so as to make learning activities more effective and meaningful	
	• Enable children to learn happily through play and activities	• Don't arrange activities with a tight schedule and don't press children to complete their work in haste

Subject	Dos	Don'ts
	• Teach the children according to their abilities and respect individual differences	• Don't ignore the special needs of individual children
	• Use children's mother tongue as the medium of instruction	• Avoid mixed-code teaching
	• Schools which intend to provide children with exposure to English or Putonghua should introduce the language through activities, such as simple nursery rhymes, songs, conversations and language games etc., on condition that teachers with appropriate language proficiency are available.	• For exposure to the English language for non-English speaking children, don't ask them to copy and spell English words
	• The amount of assignments given should be of different variety and suitable quantity	• Don't ask children to do mechanical copying exercises • Don't ask children to do excessive drills on calculation
	• Make good use of learning corners and playing materials in the classroom	
Assessment	• Assessment should take into account individual differences of children	• Don't expect all children of the same class level to attain the same standard of performance
	• Assessment should be based on continuous observations of children's performance and the progress made in various aspects should be recorded	• Don't assess children by means of dictation, tests or examinations
Relation with parents	• Establish partnership with parents by liaising closely with them through parents' association, seminars, etc.	

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