



中華人民共和國香港特別行政區政府總部教育局
Education Bureau

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9 March 2018

Ms Angel WONG
Clerk to Panel
Legislative Council Panel on Education
Legislative Council Complex
1 Legislative Council Road
Central
Hong Kong

Dear Ms WONG

**Panel on Education
Performance Indicators (Kindergartens)**

I refer to your letter dated 15 February 2018. With regard to Dr Hon CHENG Chung-tai's request to discuss the performance indicators for kindergartens, the Education Bureau (EDB) provides detailed information at the Annex. EDB will report to the Panel on Education regarding the development in the implementation of the new kindergarten education policy as appropriate.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Suk-fan'.

(Mrs CHAN SIU Suk-fan)
for Secretary for Education

Encl.

Supplementary Information on the Refined Performance Indicators (Kindergartens)

Participation of the sector

The Government has implemented the new kindergarten (KG) education policy starting from the 2017/18 school year and is improving the quality of KG education in various aspects, which include refining the Quality Assurance (QA) Framework. The current QA Framework comprises School Self-evaluation (SSE) conducted by KGs and Quality Review (QR) conducted by the Education Bureau (EDB). Both are conducted on the basis of performance indicators (PIs). To dovetail with the development of KG education, changes of the society, children's developmental needs, and implementation of the new KG education policy, EDB has refined the PIs in collaboration with experts and practitioners in early childhood education (ECE) over the past few years. This is to strengthen the current QA Framework to further enhance the quality of KG education.

2. To gauge comments and suggestions from various stakeholders, EDB set up the Advisory Group on the Review of PIs (Advisory Group) in 2014. ECE experts, frontline early childhood educators and lay members were invited to join hands in refining the PIs. Besides, views and practical experiences were collected from frontline educators through various channels including on-site interviews, tryout programmes etc. Two tertiary education institutions, around 20 school sponsoring bodies and about 100 KGs took part in the refining process. In tandem, reference was drawn from research findings and practices in Hong Kong and other countries / regions for thorough discussion in the Advisory Group meetings.

3. The original version of PIs (2003)¹ included four domains, namely Management and Organisation, Learning and Teaching, Support to Children and School Culture, and Children's Development. The four domains are inter-related to one another and the key to effective use lies in professional judgement and experience. As regard whether the refined PIs are appropriate to the practical situation in conducting SSE and QR, it hinges on the professional knowledge on KG education and frontline experience of using the PIs. Therefore, views were solicited mainly from the KG professionals. In May 2017, the draft refined PIs were uploaded onto the EDB website, followed by consultation through four briefing sessions and a questionnaire survey for all KGs from May to July 2017. The KG sector generally agreed that the refinement was based on experiences and achievements gained from KGs' SSE

¹ The PIs concerned were rolled out by phases from 2001 to 2003.

and QR over the past years. It could also tie in with the implementation of the new KG education policy and the *Kindergarten Education Curriculum Guide (2017)*. Views collected were thoroughly discussed at the Advisory Group for further refining the PIs. In December 2017, a circular was issued to all KGs, announcing the finalised PIs which were uploaded onto the EDB website.

4. To support KGs' understanding and use of the refined PIs to enhance the effectiveness of SSE, nine sessions on "Promoting School Self-evaluation Briefing Session on Performance Indicators (Kindergartens)" were organised from February to April 2018. As collected from the first two sessions held in February 2018, participants commented that contents of the briefing sessions were concrete and practical, and helpful to schools in using the PIs for SSE to promote schools' sustainable development.

Key features in the refinement

5. Same as the original version of the PIs (2003), *Performance Indicators (Kindergarten) (2017)* includes four domains, namely Management and Organisation, Learning and Teaching, School Culture and Support for Children and Child Development, covering various aspects of school operation and major areas in children development, guiding KGs to adopt a holistic approach in evaluating the effectiveness of their performance. Under each of the four macro-level domains, the PIs are categorised into the tiers of Area, Performance Indicator, Aspect and Evidence of Performance. KGs conduct SSE based on the Performance Indicators, Aspects and Evidences of Performance in various domains, while EDB conducts QR on the same basis, with a view to facilitating the sustainable development of schools. There is no regulatory requirement for KGs to complete specified items or tasks within a specified time frame.

6. Changes in the refined PIs mainly include :

- (1) reorganising and streamlining the framework to make the tiers and items more precise and user-friendly. Specifically, the number of Performance Indicators in the four domains has been reduced from 32 to 21 and the number of Aspects has also been reduced from 71 to 41 in the refined version. It also provides clearer specifications to facilitate KGs' effective application of the processes of "Planning-Implementation-Evaluation" in SSE when conducting holistic and focused review of their performance.
- (2) promoting a reflective culture in schools by adding "Guiding questions" to encourage schools' reflection and strive for improvement. For example, under Aspect 3 (Environment and Equipment) under Performance Indicator 2.1 "Curriculum

Design”, the following questions have been included to guide schools :

- How does the school make use of space to conduct different types of learning activities for children?
 - How does the school make use of teaching resources to meet children’s learning needs?
 - How do teachers provide/set up an appropriate learning environment to facilitate the development of children in various aspects?
 - What other questions should the school consider?
- (3) Tying in with the implementation of the new KG education policy and the *Kindergarten Education Curriculum Guide (2017)*, so as to enhance the quality of KG education. For example, under the Aspects of “Training and Appraisal”, “Curriculum Structure”, “Teaching Plans” and “Planning for Assessment of Child Learning Experiences”, schools are reminded to take into consideration the developmental characteristics and needs of children, help them learn through play and cater for their diverse needs.
- (4) Enriching the content on the basis of experiences and achievements of KGs and keeping them abreast of the latest development. For example, since almost all KGs have prepared learning portfolios for children, we have raised the requirement. The original description “Learning portfolios are developed to keep the development records and reports of each child”, previously considered as “Excellent”, is now considered as “Acceptable”. For “Excellent”, the requirement is now raised to “The school has a comprehensive plan to develop learning portfolios for individual children and systematically maintain records of their development. Teachers effectively observe and objectively analyse children’s performance to ensure that the records well reflect children’s development in every aspect.”

Domain IV (Child Development), Aspect 4.8.1

7. Regarding the concern of Dr Hon CHENG on Domain IV (Child Development), Aspect 4.8.1 “Understanding and appreciating local culture and other cultures”, same as the other Domains/Aspects, *Performance Indicators (Kindergarten) (2017)* is based on the last version (2003) as well as past experiences of the KG sector. Under this Aspect, we have reorganised the

developmental characteristics from 10 to 7, and listed them from (a) to (g) to replace the original descending order from the 10th to the 1st item. For example, we have combined the 1st item “Know about the customs and the ways of celebration of some traditional festivals, and are willing to take part in the celebrations” and the 2nd item “Know about some stories relating to the traditional festivals” into item (a) “Know about the customs, celebrations and stories of some traditional festivals, and willing to take part in the festive celebrations”. We have also reorganised the 3rd, 5th and 6th items into items (c) and (d), i.e. in the 2003 version, “Understand their own nationality and identity, and recognise the characteristics of the Chinese people/people of their own nationality” (the 3rd item), “Have a knowledge of the regional emblem and regional flag of the HKSAR, realise that the HKSAR is part of China and recognise the national flag” (the 5th item) and “Show interest in the local cultural facilities and scenic spots” (the 6th item). These three items have been reorganised in the refined version (2017) as “Show an interest in the local cultural amenities and attractions. Able to identify the regional flag and regional emblem of Hong Kong” (item (c)) and “Realise that Hong Kong is a part of China and recognise the national flag of China. Know about their nationality and identity” (item (d)).

8. Same as the 2003 version, in the Section introducing the framework of the refined PIs, it is stated clearly that children’s development is an incremental progressive process, and each child develops at his/her own pace and unique pattern. Therefore, the Performance Indicators for Domain IV only provide the developmental characteristics generally shown by children aged three to six who are receiving KG education. Examples are provided for each developmental characteristic, but they are not suggested outcome that children at specified age should attain. Furthermore, KGs may adjust the developmental characteristics under Domain IV having regard to its vision and mission as well as children’s background, so as to facilitate teachers’ understanding of the tools in reviewing children’s development when conducting SSE.