

**School No.: 563838**

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

**Alice Lan & Vera Shen Education Fund  
Delia Pei Kindergarten**

**G/F, Wing B, Fu Shing House, Fung Shing Court, Shatin, New Territories**

**30, 31 May & 2 June 2022**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2022)**

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**Dates of Quality Review: 30, 31 May & 2 June 2022**

- 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 The school team is stable in that the management and teachers' relationship is good. The operation of the school's daily routine is smooth in general. The management regularly provides teachers with training information so as to foster their professional development. The school has established a school self-evaluation (SSE) mechanism. The management leads the teachers in developing strategies, reviewing the effectiveness of programmes, monitoring the progress and formulating the school's major concerns in the light of the school context and the development of the kindergarten education curriculum. In the last school year, with the newly established application platform, the school put emphasis on supporting children's learning at home amid the epidemic. This school year, the school's major concern is enhancing children's understanding of our country and fostering their national identity.
- 1.2 The school cares for children's diversity, and has a clear mechanism for identifying and referring children with special needs to professional assessment, and brings in external resources to help children where appropriate. Taking into account the advice from professionals, teachers work with parents to support the individual needs of children. The school attaches great importance to home-school communication and maintains contact with parents through different channels to keep them informed of their children's learning and performance in school. The school also arranges parent education seminars and workshops with different contents to enhance child-rearing skills and competence in parenting. The school has followed up on the recommendations of the last Quality Review by organising parent volunteers for promoting children's learning activities, which is conducive to building up the foundation of home-school cooperation.

### **2. Learning and Teaching**

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and, based on the teaching packages, formulates the curriculum outline. It uses themes

to design an integrated curriculum in which the content covers all the learning areas. To enrich children's learning experience, the school offers a variety of activities in accord with the themes. For example, it gives children exposure to different cultures of the world by hosting culture week. Under teachers' guidance, children identify their interested topics for project activities. The overall curriculum design can generally consider the cultivation of knowledge, skills, values and attitudes but is more focused on transferring knowledge. On the daily schedule, the school arranges whole class, small group and individual modes of learning activities for children. It also provides ample time for music, physical, art and free choice activities. Yet, it was observed that music elements of music activities were not sufficient, and the physical activities lacked clear learning objectives and concrete classroom planning. Teachers failed to make good use of the venue to arrange different skill trainings or gross motor activities. Also, their demonstrations and guidance to the children were insufficient, affecting the effectiveness of the activities. For the homework, its design for K1 children is appropriate, but those of K2 and K3 are more oriented towards writing and copying. The management needs to lead teachers to review the design and arrangement of music and physical activities to ensure a balanced development of children. They also need to examine the homework design and reduce repetitive copying. Besides, the school arranges a daily schedule of learning by subjects for K3's primary one adaptation activity, but such arrangement does not meet the developmental needs of children. The school has promised to follow up and review the issue.

- 2.2 The school management looks into the activity designs and monitors the curriculum implementation by joining meetings, scrutinising documents and walking through lessons. Teachers are led by the management to discuss the content of learning themes in meetings of each grade level. Following that, they take turns to write lesson plans, design interest corners, examine the content of children's assessments and then submit them to the management for review. At the end of learning themes, teachers have to submit reflective notes for record. As seen in the curriculum documents, the objectives of some of the learning activities were obscure, and the teaching steps were sketchy. Teachers' reflections mostly described children's learning but failed to identify problems or suggest improvements. Currently, the school does not record and keep information of curriculum meetings properly, making it inconvenient to follow up and review the curriculum. The management must strengthen curriculum leadership to equip teachers with the capacity to design

learning activities and formulate clear learning objectives as well as concrete teaching steps for lessons. The management is also required to guide teachers in giving feedback and reflecting on learning effectiveness. It is necessary for the management to keep records and documentation of curriculum management data. The school may establish a mechanism for lesson observation to systematically review the learning and teaching situation so as to facilitate professional exchange and teachers' growth, and to improve learning and teaching effectiveness.

- 2.3 In response to the temporary suspension of face-to-face classes under the epidemic, the school set supporting for children's learning at home as the major concern in the last school year. The management and teachers reviewed the curriculum, selected suitable content, shot teaching videos and carried out the tasks alongside government subsidies. They bought and distributed picture books and tools to support children's learning at home, including musical instruments, physical equipment, craft materials and simple experimental kits. With clear instructions for homework and craftwork, children could easily complete their works with the help of their parents. Teachers also designed forms for parents to record their children's learning at home. By referring to the forms, together with regular telephone contacts and the photos or videos of children's works uploaded by parents, teachers kept track of children's learning progress. As observed from the homework and craftwork of children, the measures were effective in promoting children's learning at home.
- 2.4 In order to enhance the cultivation of children's positive values and attitudes, the school sets fostering children's national identity as the major concern this school year. With the theme "We are Chinese," teachers design various activities like getting to know the national flag and the regional flag, the history of Hong Kong's return to the Motherland, and learning the rituals of raising the national flag. These activities are intended to let children have an initial understanding of their identity as Chinese. However, the learning content and activity designs are the same for all the children. The school lacks grade-level planning in this respect. Some of the content is difficult for K1 and K2 children to grasp. The school needs to devise appropriate learning content and activities for children at different grade levels, taking into account their life experiences and cognitive abilities. The school may also consider enhancing the comprehensiveness of curriculum by incorporating the elements of national identity into the existing curriculum across learning areas.
- 2.5 The school adopts the approach of continuous observation and record for assessing the development of children in different areas. Teachers consider the assessment

items of the learning themes when designing activities to link the assessment to the learning content. Teachers at the same grade level also deliberate the assessment criteria to achieve objectivity and consistency. The school develops learning portfolios for children and keeps their learning records systematically. However, in recent years, the school has used graphs and average scores of learning themes to quantify children's performance in different areas, which does not accurately reflect the learning progress of children. The school needs to review the design and presentation of assessments to enable parents to understand their children's learning performance and growth in a more definite way.

- 2.6 The school displays a number of children's art works in the corridors and classrooms, which can prompt children to observe and learn from each other. Teachers set up classrooms' interest corners according to the learning themes. Still, the activities and teaching aids weight much on imparting the knowledge and lack exploratory elements. To foster children's exploratory spirits, teachers are advised to increase interactive and exploratory elements in interest corner activities, enhance the fun of teaching aids and provide opportunities to facilitate cooperative games among children. During group learning and free choice activities, in some classrooms, the group learning activities were held and occupied certain spaces of the interest corners. This affected children's choice of interest corner activities. The school must pay attention to the use of classroom space to avoid inappropriate arrangements.
- 2.7 Teachers are patient, caring, accepting and attending to children's diverse needs. They respond to children promptly and make good use of praise to reinforce children's good behaviours. The teacher-children relationship is good. During the activities, teachers elaborate clearly, use facial expressions, voices and movements to tell stories, engaging the children to listen attentively. Teachers select real objects and pictures which are relevant to children's daily experiences to stimulate learning motivation. However, in the free choice activities, teachers tend to confine their role to accompanying children and maintaining order. It is suggested that they can participate more in children's games, intervene timely and play the role of inspirers.
- 2.8 Children enjoy learning. They are devoted to different activities and are attentive in classes. They actively respond to teachers' questions and are willing to express their views. K3 children are used to taking part in learning activities in small groups, in which they share and summarise the content. Children are polite and obedient. They raise their hands to question and answer. They queue in an orderly

manner while changing learning venues and waiting for games. They change their shoes on their own when entering and leaving the campus. They are hygienic and follow the measures of epidemic prevention. After the free choice activities, they tidy up the place, which shows good self-care abilities.

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

- 3.1 The school must continue to follow up on the previous Quality Review recommendations to strengthen the SSE capacity of the team for deploying a comprehensive development plan. When devising major concerns, apart from considering the activity designs, the school is suggested to formulate matched objectives, strategies and success criteria for other stakeholders, including teachers and parents, so as to enhance the effectiveness of the major concerns. The school may lead the team to participate in professional training activities such as inter-school exchanges to broaden the horizons of the team and build up their professionalism. The school is also advised to enhance parents' understanding of the school's development direction so that it can gain their support and promote home-school cooperation for the sustainable development of school.
- 3.2 It is necessary for the management to strengthen its leadership on curriculum and lead teachers to improve the design of activities, learning environment, homework and arrangement on assessing children's learning experience with the objective of promoting children's learning and their balanced development. The school is suggested to establish a lesson observation mechanism to review the effectiveness of learning and teaching regularly. It may enhance teachers' reflective skills through discussions and exchanges, with a view to improving the effectiveness of learning and teaching. The school also needs to record and keep the relevant data of curriculum management properly for future reference and follow up.