

School No.: 563846

Quality Review Report (Translated Version)

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

**G/F, Block 3, Bo Shek Mansion, 328 Sha Tsui Road,
Tsuen Wan, New Territories**

14, 15 & 17 December 2021

**Kindergarten Inspection Section
Education Bureau**

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

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 14, 15 & 17 December 2021

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 leadership team understands the work of the school via meetings and gives advice on issues such as administrative affairs to facilitate the school's development. The management has served the school for years and is familiar with the progress of school development. It leads the staff to improve the quality of teaching and caring services. As the school has developed a clear staff handbook and code of practice and the division of work is well delineated, the daily operation is smooth. The school follows up the recommendations of the previous Quality Review about facilitating communication among the team. It proactively arranges meetings for teachers to share their teaching experiences to promote mutual support and learning among them. A proper induction mechanism is also set up to support the newly recruited teachers. They are arranged to work with experienced teachers, which is conducive to improving their teaching skills and facilitating them to adapt to the work as soon as possible. A school self-evaluation (SSE) mechanism is established. The management leads teachers to gather views from different stakeholders to review the work effectiveness and draw up the development directions for the year together. In recent years, the school has considered enhancing children's interests in learning languages as its major concern. It has deployed the plan from different perspectives, including teacher training, curriculum design and parent engagement, which can help promote the effectiveness of the major concern.

1.2 The school has a clear mechanism to identify and cater for children's diversity. It makes good use of external resources so that children in need can receive professional support the soonest. It also cares for the needs of newly admitted children by adjusting the school time according to the adaptation progress of individual child and keeping close contact with their parents. The arrangements are beneficial in helping children engage in kindergarten life in a step-by-step manner. The school usually informs parents about their children's situation in school through a wide range of channels, and facilitates them to learn about the school's major concerns and

curriculum focuses by means of parents' day, school's publications, etc. Parents are willing to take part in school's activities. They support the school and work with it together for nurturing children's healthy growth.

2. Learning and Teaching

- 2.1 The school devises the curriculum by adopting themes that are related to children's life experiences. Suitable teaching package materials and picture books are selected to design teaching activities. The curriculum content covers all learning areas, facilitating children to cultivate positive attitudes, acquire skills and construct knowledge. The school puts much effort in creating a reading atmosphere in the campus. Teachers always tell stories to children, guide them to predict the story plots or create endings for stories. They also let children read aloud books every day or be the story ambassador to introduce their favourite picture books to peers. As a result, children's interests in reading are enhanced effectively. Regarding the daily schedule, the school arranges children to learn through individual, group and whole-class approaches every day. They are also provided with adequate free choice activity time. However, there are two days a week during which children are arranged to participate in Putonghua and English games while having no music and physical activities. Besides, the school schedules kindergarten-primary transition activity at the end of the school term for K3 children to understand the learning mode in primary school, but it is unable to provide a balanced daily schedule during the period. The school should review and refine such arrangements to ensure that children have sufficient time to engage in music and physical activities every day for attaining a balanced development. The school also needs to review and modify the learning content in the kindergarten-primary transition activity, and remove the difficult parts so as to address the developmental and learning needs of children.
- 2.2 The school has regarded enhancing children's interests in learning languages as its major concern in recent years. The management has arranged training to strengthen teachers' skills in using picture books to design teaching content. It has discussed the activity arrangements with teachers and encouraged them to use picture books as the introduction of thematic activities so as to enhance children's learning interests. As observed, teachers organise activities like small group sharing, role-playing, etc. to provide children with more opportunities to express verbally and help them recognise words and grasp the skills of using simple sentences in a natural context.

Children enjoy listening to stories and participating in games, showing their interests towards languages. The effectiveness of the major concern is gradually seen. Since children are arranged in groups to take part in thematic activities, the interactions with teachers and among children are enhanced. However, teachers may still flexibly adjust the activity duration according to children's performance to enhance the effectiveness of activities.

- 2.3 The school has put in place a policy on the assessment of child learning experiences. Teachers design suitable assessment items based on children's development to review children's performance and developmental progress in both the first and second school terms. Teachers also provide comments on children's performance in different areas for parent's understanding of children's learning situation. Parents are invited to give feedback on children's behaviour and performance at home for teachers to understand children's development from different perspectives. However, the school is yet to follow up the recommendations of the previous Quality Review as it still requires K3 children to do dictation of vocabularies every week. The school must fully adopt the approaches of continuous observation and record-keeping in assessing children's performance and progress in different areas, and immediately abandon the dictation activity. It should also improve the approach of regularly using specific reading and fine motor ability assessment forms to test children, so as to avoid exerting unnecessary pressure on them. Currently, the school follows up children's situation and supports their individual needs based on the assessment information. Yet, it still needs to collate and analyse the assessment results in a systematic manner and use them as a reference for informing the curriculum.
- 2.4 The school's mechanism for curriculum coordination, monitoring and review is in smooth operation. The management conducts meetings with teachers to review and plan the arrangements of learning activities. By means of walking through classrooms and scrutinising documents, it reviews the implementation of curriculum and teachers' teaching skills, thereby giving appropriate support and guidance to teachers. Teachers review their teaching in a timely manner. They raise concrete suggestions for improvement and share teaching experiences and children's performance in meetings, which is conducive to informing the curriculum. In recent years, the management has led teachers to improve the homework design by reducing the amount of repeated copying of words. Nevertheless, the current amount of copying of English homework for K3 children is still relatively excessive.

The school should further adjust those homework arrangements by providing relaxing and real-life simple learning tasks for children to consolidate and extend their acquired knowledge.

- 2.5 The setting of classrooms is theme-related. Manipulative learning materials are placed in the interest corners in an orderly manner for children to fetch and tidy up easily, which is beneficial to fostering their self-management abilities. In the art and craft corners, rich materials are available and space is provided for displaying children's artworks so as to attract children to create freely. The role-play corners are designed according to the thematic stories with suitable materials placed therein so that children can unleash their imagination through role-playing. The designs of language games and teaching aids are interesting, which can effectively attract children to express their affection and care to others by writing letters or cards, thereby encouraging them to apply languages in a meaningful way. As observed, children are enthusiastic and enjoy participating in different kinds of play. After activities, some teachers conclude with children what they have learnt. Children are willing to share their play experiences, and thus they learn from each other. The school may design play with more exploratory elements for children to observe, compare and examine using different senses with a view to further stimulating their curiosity towards things.
- 2.6 Teachers care for children and have good skills in classroom discipline management. They cater for children's diversity by adopting strategies such as individual guidance and grouping arrangement to facilitate children's learning. Teachers are conscientious in preparing lessons. They make use of picture books, props, etc., to arouse children's learning interests and motivation. During music activities, children are keen to take part in games. However, the school should integrate more music elements in the design for children to enjoy the fun of music activities through singing and rhythmic movements.
- 2.7 Children are engaged in different activities and they enjoy the joyful school life. They like and are confident to express their thoughts through languages or art creations. They are polite and care for their peers, showing good social development. When their peers are talking, children are attentive and manage to respect others. Children are involved during physical activities. They practise different skills and stretch their limbs actively to develop healthy physiques. They put on and take off jackets on their own and take the initiative to tidy up after activities, demonstrating good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management is required to keep leading teachers to review the school context and devise the major concerns according to priority and needs. It should also formulate specific work plans to further facilitate the school's development. Due to the pandemic in recent years, the school's work on parent education has been affected. The school should take into account its context and parent's needs and to implement relevant work through different approaches to disseminate suitable parenting information with a view to enhancing competence in parenting.
- 3.2 The school must follow up the recommendations of the previous Quality Review earnestly by abandoning the vocabulary dictation activities for K3 children to avoid putting unnecessary pressure on them. It should also thoroughly adopt the approaches of continuous observation and record-keeping in assessing children's development. Besides, the school should improve the daily schedule and the arrangements of the kindergarten-primary transition activity to ensure that children have adequate time to participate in music and physical activities. Meanwhile, the amount of copying in English homework for K3 children and some of the learning content in the kindergarten-primary transition activity should be adjusted so as to meet children's abilities and developmental needs.