

School No.: 563226

Quality Review Report (Translated Version)

CECES Organized Aetna Preschool

**G/F, Annex Block, Tin Shing Shopping Centre, Tin Shing Court,
Tin Shui Wai, New Territories**

17, 18 & 20 February 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 17, 18 & 20 February 2025

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 gets hold of the school operation through regular meetings and school visits. It presides over school activities and teacher training, and provides timely guidance and support to facilitate school work. The management promotes team building by organising social gatherings and stress-relief activities, fostering rapport among team members and strengthening their sense of belonging to the school. The school has working guidelines for teachers' reference. It also arranges experienced teachers as mentors to guide new recruits for helping them adapt to their job as soon as possible. Teaching staff share out tasks, ensuring the smooth daily operation of the school.
- 1.2 The school has developed a school self-evaluation (SSE) mechanism to review the implementation of activities and work. Annual school reports are uploaded on the website to keep stakeholders informed of the SSE findings and annual work plans. The school devises major tasks based on the trends in curriculum development. It helped children gain an initial understanding of our country and traditional culture in the last school year. This school year, the school focuses on experiencing Chinese art. It deploys strategies from aspects of teacher training, activity arrangement, and parent education. The work plan has been implemented.
- 1.3 Last school year, the school took supporting children with special needs as another major concern, with an aim of strengthening teachers' ability to identify such needs so that referral services and follow-ups could be arranged as soon as possible.

Teachers participated in training to sharpen their skills in handling children's emotional behaviour. The school caters for children's admission and adaptation. For instance, it holds an adaptation week for newcomers. Parents are allowed to stay with their children in class and the progressive lesson time is adopted in a bid to help the new children build a sense of security in school and gradually integrate into school life. K3 children visit primary schools and attend graduate sharing sessions to prepare for the transition to primary school. The school attaches importance to home-school cooperation and maintains close contact with parents through multiple channels. It often organises various parenting seminars and parent-child workshops to enhance parents' understanding of positive parenting and facilitate parent-child relationships. The parent-teacher association serves as a bridge between home and school, reflecting parents' views while assisting in school activities. Parents trust and support the school. They are willing to be volunteers, including sharing their occupation with children and providing assistance in book circulation. Hence, parents and the school jointly nurture children's growth.

2. Learning and Teaching

2.1 The school refers to the teaching packages to devise its curriculum using real-life themes. The curriculum content covers all learning areas, encompassing the cultivation of attitudes and the acquisition of skills and knowledge. The school arranges a variety of off-campus activities that tie in with the curriculum to enrich children's life experiences. These include visiting museums and community facilities. The school puts effort into children's social development, with learning objectives that comprise getting along with others, self-discipline and following rules. Children learn positive values and attitudes through moral stories, games and news sharing. In tandem, they serve as class monitors and participate in award

schemes to put into practice the good behaviour such as being courteous and responsible. However, some activities lack connection with the existing curriculum, including the emotion education activities based on the teaching packages and the physical games led by external instructors. The management must lead teachers to review the curriculum comprehensively and make appropriate adjustments in light of children's development and needs.

2.2 Children participate in music, physical and art activities every day. However, there is insufficient time for some classes to take part in free choice activities on Fridays. Besides, children are required to complete designated group activities during the free choice sessions in the morning. Children's playtime is thus fragmented and frequently interrupted, which affects its effectiveness. The school must refine the daily schedule to provide adequate opportunities for children to choose games on their own initiative. Furthermore, the school is recommended to revise the daily schedule for the kindergarten-primary adaptation week to ensure that children have ample time for music, physical, art and free choice activities every day. The school reduced the amount of vocabulary copying in homework. Still, some pieces of Early Childhood Mathematics homework of K3 in the second school term are too difficult and must be removed.

2.3 The school adopts continuous observation to carry out assessments. Teachers set assessment items based on learning foci while discussing the criteria to ensure consistency. Teachers distribute observation records on a regular basis, providing comments and summaries of children's performance in various aspects to present areas with good progress and those that need improvement, as well as rendering follow-up suggestions. Therefore, parents can gain a clear understanding of their children's growth. The school may analyse and consolidate assessment results to inform curriculum planning.

- 2.4 The school has established a curriculum management mechanism. Teachers prepare teaching plans and then submit them to the management for review. Views on teaching arrangements are exchanged through meetings. Teachers reflect on the effectiveness of thematic learning daily. Some teachers are able to evaluate teaching effectiveness against the learning objectives. Yet most of the recommendations focus on providing more opportunities for children to manipulate and practise. These recommendations fail to accurately address the reasons why the activities fall short of expectations, which is unfavourable for informing curriculum planning. The management is required to strengthen its professional leadership and perform the curriculum monitoring role which includes fostering team consensus, having a clear understanding of the curriculum implementation as well as providing adequate guidance and advice. Meanwhile, it must steer teachers to review the effectiveness of different activities and reflect on teaching by drawing on children's performance. For instance, teachers could propose suggestions for improvement in areas such as devising learning objectives, applying teaching strategies and allocating resources, etc., and take proper follow-up action to support children's diverse needs, thereby enhancing the effectiveness of the curriculum evaluation.
- 2.5 The school has regarded promoting national education as its development focus in recent years. The objective of last school year was helping children gain an initial understanding of our country and traditional art and culture. After the national flag raising ceremony, the leadership team delivered speeches under the national flag and shared about the country. Chinese culture week was also held to enhance children's exposure to traditional culture through demonstration, visits and art experiential activities. This school year, the school's focus has been adjusted to increase children's interest in traditional art. The school purchases material kits for children to have hands-on experiences and organises workshops to enhance parents'

knowledge of Chinese art. The school had originally intended to revise the curriculum planning for children to access to various traditional art forms, but the team has yet to implement the practice conscientiously. Only certain artworks are included, and post-lesson reviews and evaluation on work effectiveness are yet to be seen. The management is required to lead the team in building consensus, roll out work plans and design the curriculum while organising art activities in alignment with the learning experiences and themes of children with a view to boosting the effectiveness of the major concern.

2.6 The school is bright and neat. Children's works and activity highlights are displayed along the corridors and around classrooms, allowing children to appreciate one another and revisit learning. During physical sessions, children can conduct activities in groups. However, the physical game led by teachers are mainly took place in a corner of the venue, leading to insufficient space. This is inconducive to developing children's gross motor coordination. The school is advised to improve the use of venue for facilitating children's physical development effectively. Teachers decorate the learning corners on the walls attentively. Activities are fun-filled and manipulative which stimulate children's interaction through play including setting up a real-life scenario for children to buy and sell things with prop money. Thus, children use the concept of Early Childhood Mathematics meaningfully. Reading corners are comfortably furnished where theme-related books are placed. Teachers read with children from time to time to arouse children's reading interest. Children love drawing in art corners. Teachers are recommended to offer more kinds of art materials for children to use of their own accord and enjoy the fun of creation. To increase the elements of free exploration, teachers give carton boxes, paper plates, toilet paper tubes and other materials for children to play in construction corners. Yet, as observed, the play area for children had been shrunk due to the

pillling up of materials, which was unfavourable for children to conduct games. The playing methods were limited as well. Teachers could pay more attention to children's performance in play, adjust the environment setup and material deployment aptly, as well as intervene timely in order to capture children's imagination and exploration.

2.7 Being kind and friendly, teachers care for children and often give specific commendation to their good behaviour while guiding them to be self-disciplined and follow the rules. Teachers have clear communication and expression, and speak with lively intonation. They make good use of facial expressions, body movements and voices to maintain children's attention. Music games are interesting. Teachers guide children to feel the rhythm of songs through story context. In tandem, they elicit children's imagination with small props. Children are engaged in singing, playing musical instruments and doing rhythmic movements to the music. As observed, teachers generally dominated the thematic activities. In the course of the event, only a few children answered questions and took part in simple games. Children demonstrated a desire for sharing but they lacked opportunities to express themselves. Teachers support children with special needs in grasping the learning content through repeated questions and encouragement. That said, such strategies fail to address children's needs and hence could not fully serve their purposes. Teachers are required to improve the activity design by, for example, adjusting the learning objectives and teaching strategies, to increase children's participation. They should also render effective feedback on children's performance to cater for the children's diverse needs, enhancing teaching effectiveness.

3. Recommendations for Enhancing Self-improvement of School

3.1 The management must perform its professional leadership role. Apart from

coordinating different areas of school work, the management is also required to lead the team to get hold of the SSE rationale and utilise the review information appropriately for evaluating the effectiveness of work in all domains. The school must grasp its development pace, foster team consensus, and map out explicit objectives and work plans, as well as implement strategies effectively for promoting the major concerns. Besides, the school must identify teachers' professional development needs and formulate training programmes in a bid to strengthen their teaching competency and professionalism.

3.2 The management must also enhance its curriculum leadership to understand and monitor the curriculum implementation. It is required to provide guidance and support to teachers aptly, steer them to make good use of children's performance for curriculum evaluation, thereby making continuous advancement. Teachers are recommended to pay attention to the space utilisation for physical and constructive play. They may seize the teaching opportunity to inspire children to think and create. Moreover, the school is required to revise the daily schedule, with attention to the kindergarten-primary adaptation week, to ensure that children have adequate opportunities for daily music, physical, art and free choice activities. The excessive difficult homework must be removed as well.

3.3 The school has developed a sound identification and referral mechanism. Still, it must take into account children with special needs to devise school-based support strategies in terms of curriculum planning and teaching implementation, in a more comprehensive approach to catering for learner diversity.