

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**

15, 16 & 18 January 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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Dates of Quality Review: 15, 16 & 18 January 2019

- 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 receives support from its sponsoring body. The leadership team pays close attention to the school's administrative matters through having meetings and regular visits to the school, so as to grasp the directions of school development and monitor its operation. The school arranges school-based training for teachers and encourages them to attend various courses, seminars or workshops according to their own needs. Such arrangement is conducive to fostering teachers' professional growth. The management is open-minded and willing to consider the views of its staff. It values the communication with the teaching team so as to build a relationship of mutual trust actively, thereby promoting the school's continuous development in a collaborative manner.
- 1.2 The school understands the inter-connected self-evaluation (SSE) process, viz. planning, implementation and evaluation. The management steers all teachers to conduct SSE. It reviews together with teachers the effectiveness of different areas of work by collecting and analysing stakeholders' views, so as to make suggestions for improvement and formulate the school's development directions in the future. Last year, the school decided that the development was to focus on facilitating children to learn through play. It enhances children's learning motivation and interests through participating in the external support programme which aims at improving the design of physical activities. The school also tries to incorporate the play elements into other teaching activities in order to provide more opportunities for children to explore. In recent years, the school has set promoting children's moral development as the major concern. It starts with parent education and actively implements different activities related to moral education in the campus. Some monthly themes on moral education are also set. The initial impact of the plan can be observed.
- 1.3 The school has an identification and referral mechanism that attends to children with different needs. In order to enhance the existing practice, this year, the school has arranged training for teachers and capitalised on community resources, so as to

provide children with appropriate support services. The school places emphasis on home-school cooperation. It takes the parent-teacher association as a bridge of communication to collect parents' views and take follow-up actions accordingly. The school informs parents of its development and their children's learning at school through different channels. It also invites parents to be volunteers to assist in implementing different activities, so as to exert the spirit of home-school cooperation and make concerted effort to facilitate children's growth and development.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and adopts a thematic learning approach to devise the integrated curriculum. The curriculum content not only covers all learning areas but also includes the cultivation of children's values and attitudes as well as the learning of skills and knowledge. In respect of the daily schedule, the school arranges sufficient time for children to engage in music, physical, art and free choice activities, with a view to facilitating children's balanced development. The school organises various visits with sharing sessions in connection with the themes to broaden children's horizons. In addition, the school regularly organises the "Drama Month" activity that focuses on stories to enrich children's learning experiences. That said, the school ought to adhere to the principle of child-centredness and reduce the amount of copying homework on the whole. It should not arrange dictation activities for K3 children. Some of the inappropriate activities pertaining to the interface between kindergarten and primary education should be followed up and improved.
- 2.2 The school has a curriculum management mechanism. The management steers all teachers to conduct lesson planning to discuss the learning points of the themes collaboratively. Teachers of each grade level develop the teaching plans together. They also set the learning and reflection focuses and conduct teaching reviews. The management understands the implementation of the curriculum through walking through and observing lessons. The school arranges teachers to carry out peer lesson observation. It is advised to organise more focused exchange activities according to teachers' needs and abilities in order to enhance the professional capacity of the teaching team. The management should lead teachers to enhance the effectiveness of teaching reflections by taking children's performance as evidence, providing suggestions for teaching improvement. Teachers are also required to systematically collate the review findings upon completion of a theme

and use them as the basis of curriculum adjustments.

- 2.3 The school participated in the external support programme last year to strengthen the knowledge and skills of teachers in leading physical activities, with a view to enhancing children's interest in physical activities and their motivation in learning on their own initiative. Teachers create an interesting learning environment for carrying out physical activities so that children can be engaged in the activities through playing the role of different characters, for example, a farmer who turns over soil and irrigates crops. As observed, children enjoy the above activities. The school is increasing the play elements in various kinds of learning activities in a step-by-step manner. Children are offered more opportunities to explore and learn, hence facilitating their self-directed learning.
- 2.4 The school values children's moral development and has taken this as its development plan for two consecutive years. Last school year, the school encouraged parents to participate in activities such as seminars, parent-child poster design on moral education, so as to deepen parents' knowledge in children's moral development. This year, the school has further reinforced moral education and set one focus each month, for example, respect, gratitude and friendliness. The school also organises activities such as the "Star of Moral Education" to encourage and appreciate children's good behaviour. The school integrates elements related to moral development into the stories and activities selected for the "Drama Month", and arranges corresponding extended activities, hence providing children with more opportunities to experience and practise. As observed, children follow rules and show courtesy when getting along with teachers and peers. They thank others, care about peers and are willing to share, demonstrating good affective and social development.
- 2.5 Different interest corners are set up in the classrooms. Basic exploratory and manipulative elements are incorporated to the corner activities. The school provides space for children to engage in imaginative play, thus reinforcing their interaction and exchange with peers. As the school hopes to strengthen the effectiveness of children's active learning during play, it should consider how to integrate the thematic content into children's learning environment and design fun-filled games. This can allow children to make further exploration in the corners according to their own abilities and interests, so that daily learning can be extended and children's individual differences can be catered for. In addition, the school may display books which are related to the learning themes and moral focuses to arouse

children's interest in reading. The school is also advised to encourage children to share and exchange their insights and feelings with teachers and peers upon completion of free choice activities, thereby enhancing children's learning effectiveness.

- 2.6 Teachers are well-prepared for their teaching and use pictures, teaching aids, etc., to assist in their teaching so as to catch children's attention. Teachers care about children and have sufficient interaction with them. They are able to use open-ended questions to enhance children's communication skills. Children display good language ability. They are confident and are willing to express themselves. Building on this foundation, teachers are advised to conduct incidental teaching more frequently to further raise questions based on children's thoughts and experiences, in order to stimulate children's thinking and exploratory spirit. The objective of facilitating children's active learning can then be achieved. In addition, the music activities arranged by the school lay stress on singing nursery rhymes. Teachers may add some other music learning elements apart from singing, enabling children to experience and feel the aesthetic sense of music and unleash their creativity and imagination. As observed, children love their school life and are engaged in various learning activities, and they demonstrate good self-care abilities.
- 2.7 The school assesses children's learning and development progress in different areas using continuous observation. The school develops learning portfolios for children and attaches information including thematic assessment, observation records of children's daily activities, etc., to the portfolios for parents' reference and follow-up actions. The school invites parents to provide feedback on children's performance and behaviour at home, with the hope of joining hands with parents to facilitate children's development. Building on this foundation, the school may conduct summative assessment for children to report on their development progress in different stages, so that individual children's learning and developmental needs can be followed up effectively by parents and the school. The school should also strengthen the use of assessment information as evidence of evaluating and adjusting the curriculum.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 In regard to the SSE work, the school can generally plan its future development directions according to the school context and opportunities available. Yet, the school is still required to evaluate the effectiveness of the development plan. The

management may steer the teaching team to formulate focused task objectives and strategies, and map out clear success criteria. Children's performance and other assessment tools may also be used properly to reflect the effectiveness of the school's work, hence promoting the implementation of the work plan.

- 3.2 The management should reinforce its role of a curriculum leader and steer teachers to review the implementation of the activities effectively. It should also take systematic follow-up actions according to the review results, so as to improve the effectiveness of learning and teaching. The school may improve the environment set-up of the classrooms by adding more fun to the corner activities and games to provide children with ample opportunities to explore freely based on their abilities and interests, with a view to extending children's daily learning and facilitating their self-directed learning. In addition, the school must abandon the arrangement of dictation activities for K3 children and reduce the amount of copying so as to further enhance the appropriateness of the curriculum.