

School No.: 566020

Quality Review Report (Translated Version)

Caritas Kai Yau Nursery School

Unit 1-8, G/F, Fu Tung House, Tung Tau Estate, Kowloon

9, 10 & 12 January 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 9, 10 & 12 January 2023

- 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 Taking part in the sponsoring body's joint-school task groups, the school enables teachers to exchange their good experiences in curriculum development, home-school cooperation and so forth. It also participates in the joint-school professional development activities so that teachers have more opportunities to share teaching experience with members of the affiliated schools of the sponsoring body. The school disseminates training information to teachers from time to time and arranges school-based training activities for them to facilitate their professional growth. The management allocates duties properly based on teachers' abilities and preferences so that they can unleash their potential and broaden their experience in different areas of work. A good rapport is built among the team members who have a sense of belonging to the school and recognise its mission and vision. They cooperate with each other in promoting school development.
- 1.2 After implementing the curriculum and organising various activities, the school reviews and follows up accordingly. It has embedded the school self-evaluation into its daily routine. Making good use of external support services for curriculum reviews and refinement, the school has regarded improving children's abilities and interests in learning languages as its major concern in recent two years. It focused on English and Chinese learning in the previous and this school year respectively. Teachers apply the acquired knowledge to design diversified language activities and increase the opportunities for children to listen to and speak Chinese and English. The school follows up on the recommendations of the previous Quality Review by conducting peer lesson observation on the major concerns so that teachers can concentrate on observing and discussing the effectiveness of language activities. This school year, strengthening the effectiveness of art activities has been regarded as another major concern of the school. The school formulates appropriate strategies in the aspects of teacher training and activity design to deliver the plans progressively.

- 1.3 The school endeavours to create an inclusive atmosphere on campus and accommodates children's different needs. There is an explicit mechanism for identifying and referring children with special needs, such that they can receive suitable support the soonest. Teachers accept and care for the behaviour and emotion of children and work with parents and professional teams closely for supporting children's learning needs. In order to help the newly-admitted children adapt to school life the soonest, the school remains watchful to observe children's performance, keeps contact with parents as well as getting to know about children's living habits and preferences from parents prior to child admission. It also arranges parent-child activities strategically and adjusts the daily schedule of the adaptation period for individual child when needed, assisting children's integration into new environment effectively.
- 1.4 The school puts emphasis on home-school communication that it keeps parents informed of their children's performance aptly through phone calls, face-to-face conversations and other channels. It also collects and follows up on parents' views to the school. The school organises seminars and workshops for parents and makes good use of community resources from the network of the sponsoring body to recommend suitable activities to parents and enhance their competence in parenting. In tandem, it forms a team of parent volunteers for parents to assist in promoting school activities and hence deepening their understanding of the school life and learning mode of their children. Supported and recognised by parents, the school joins hands with parents to nurture children's growth.

2. Learning and Teaching

- 2.1 By making reference to the *Kindergarten Education Curriculum Guide* and the teaching resources composed by the sponsoring body, the school designs its curriculum in an integrated approach with themes related to children's life experiences. The curriculum is comprehensive in content, covering all learning areas and catering for the cultivation of children's values and attitudes as well as the acquisition of knowledge and skills. The school arranges outdoor visits and experiential activities for children to enrich their knowledge and life experiences. It also conducts national flag raising ceremonies on important days with an aim of nurturing a sense of national identity among children. In respect of daily schedule, children are provided with sufficient opportunities to engage in music, physical, art

and free choice activities daily to facilitate their balanced development. However, some pieces of learning content in early childhood mathematics for K2 and K3 are rather difficult. The school must review and remove the parts that are difficult in order to meet children's abilities and developmental needs.

- 2.2 The school devises proper child assessment items and objective criteria according to its curriculum objectives and the developmental characteristics of children. Teachers assess children's learning by continuous observation and making records. They illustrate children's performance from multiple perspectives such as child developmental assessment reports, observation records and analysis on children's work. The school creates learning portfolios for children, in which assessment information and parents' responses are kept, as evidence of children's growth. Teachers and parents meet in person in each school term which enables parents to have a better understanding of their children's learning progress and furnishes them with recommendations on fostering their children's development. Teachers make use of the child assessment information to comprehend individual child's learning and render relevant support while grasping the general picture of child learning to inform the curriculum planning.
- 2.3 The management leads the school team to draw up the school-based curriculum outline together before school term begins. The management also keeps abreast of the implementation of the curriculum and provides comments on teaching design and techniques through scrutinising curriculum documents and conducting classroom walkthroughs. Teachers deliberate the curriculum content of all grade levels during regular curriculum meetings to examine teaching effectiveness and review the design and implementation of activities based on children's performance. They also identify the areas that are effective and those that need to be refined, and then make feasible suggestions for improvement in terms of teaching, thus increasing the teaching effectiveness. The team modifies the curriculum on the basis of the teaching reflection and child assessment information. The management is advised to take steps forward in strengthening its role of curriculum coordinator by participating in curriculum meetings of all grade levels regularly to master the concrete design, implementation of the curriculum and views of teachers in order to promote the development of the school-based curriculum.
- 2.4 The school optimises the campus to give children sufficient space for carrying out all kinds of activities. The school premises are tidy and things are placed orderly for teachers and children to fetch easily. Teachers display children's graphic and three

dimensional artwork around the classrooms for children to appreciate and learn from one another. There are various interest corners in the classrooms where children can carry out the free choice activities. These activities have clear and different complexity levels of learning objectives which cater for learner diversity. The materials in the classrooms facilitate children's free exploration. They collaborate with one another to design games and create freely, share ideas with each other, thus demonstrating creativity and problem-solving abilities. Teachers prepare learning aids using children's photos. Children create play contexts based on these learning aids, which is effective in motivating them to learn.

- 2.5 The school has regarded improving children's abilities and interests in learning languages as its major concern in recent two years. Teachers put much effort into designing various language activities, invite children to share their life experiences and encourage them to ask questions, which promotes interaction among children. In shared reading activities, teachers read Chinese and English books with children together and ask them to observe the book covers and illustrations. Teachers also interact with children based on the story, devise games and artwork activities. In the English activities, teachers create stories with English alphabet as the main characters while letting children play with the teaching aids so as to help them learn the letters and simple vocabulary gradually, thereby cultivating children's interest in learning English. As observed, children were engaged in the learning activities that they listened to stories of the books attentively while following teachers to read aloud words from the books. They were actively engaged in the activities. Children were able to talk about their life experiences clearly and shared their views in Cantonese while at the same time responding to teachers in simple English and being confident when speaking. The plan has achieved the expected outcomes.
- 2.6 Another major concern for this school year is strengthening the effectiveness of art activities. Teachers put what they have learnt into practice and guide children to create work using different materials and methods. Children draw with different lines and shapes. Their colourful and aesthetically pleasing artwork demonstrates their creativity. Children act out and appreciate famous paintings with body movements, thereby promoting aesthetic development. The plan is being implemented in a progressive manner.
- 2.7 Teachers are amiable and friendly. They have good relationships with children and always praise and encourage them aptly to build a positive learning atmosphere. Teachers are well-prepared for teaching and their explanations and demonstrations

are clear. They utilise numerous teaching materials flexibly to design suitable games for children to grasp the learning content. Teachers observe and take part in children's games, during which they raise timely questions to inspire children to think further. Children are arranged to share the games and work that they have created after the activities, which is effective in helping children collate and consolidate the acquired knowledge. Teachers provide appropriate support to children to cater for their different needs by using cue cards, repeat instructions and other teaching techniques.

- 2.8 Children enjoy going to school, are obedient and courteous. They are willing to communicate with others and are interested in activities that they are eager to respond to teachers' questions. Children are curious about the surroundings and always ask questions. They carry out active exploration and have the courage to make attempts. Children share their thoughts and feelings with teachers and peers. They invite peers to play with them while being caring and helpful to peers, demonstrating good affective and social development. They are able to change shoes and drink water on their own. After the activities, they are keen on tidying up and put things back in its original place, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school teams are positive and collaborative. They map out and deliver tasks in all areas with concerted effort. Building on this sound foundation, the school may enhance teachers' participation in the planning of major concern, further pull together the professional competence of teachers for promoting school's continuous advancement.
- 3.2 The teaching team takes teaching seriously. The management is advised to take steps forward in strengthening its role of curriculum coordinator to foster the development of school-based curriculum. The school is also required to review the learning content in early childhood mathematics and remove the difficult parts in view of children's abilities and developmental needs.