

School No.:322270

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

**Caritas Ling Yuet Sin Kindergarten**

**G/F-2/F, 54 Pok Fu Lam Road, Hong Kong**

**5, 6 & 8 November 2018**

**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: 5, 6 & 8 November 2018

- 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 trends of kindergarten education development, and steers the school in collaboration with other kindergartens under the sponsoring body to implement work with respect to administration, curriculum and caring and support services for children. By capitalising on professional capacity and experience, the school moves forward with its affiliated schools. The principal strategically empowers two senior teachers to coordinate the work of administrative matters and curriculum. Teachers are nominated to help organise various work. Staff members contribute their expertise to facilitate professional development. Besides, the school-based induction mechanism is effective. Newly recruited teachers are given appropriate guidance and support for adapting to the working environment quickly. With concerted efforts, teachers are confident to take up responsibilities and work collaboratively to offer quality education.
- 1.2 The management guides teachers to design the curriculum in alignment with the education goal of “Learning through Play”, and implements suitable strategies to promote the development of learning and teaching. In light of the needs of curriculum development, the management arranges school-based teacher training while collating and recording training information and effective teaching plans with a view to passing on experiences. Moreover, the management conducts collaborative lesson preparation and peer lesson observation. Teacher exchange programmes are organised by collaborating with peer schools. Teachers are arranged to station in the partner schools so that they have more opportunities to observe and learn, and a culture of learning community is established successfully. Teachers are willing to practise what they have learnt and refine the curriculum design continuously in order to facilitate children’s learning.
- 1.3 The school cares about learner diversity. It sets up a mechanism to identify children’s different needs and provide appropriate care or referral services at an early stage. The school arranges primary school visits for its children and

invites primary schools to observe kindergarten children's learning activities. The professional exchange is conducive to planning suitable adaptation programmes for children transiting to primary one. The school also maintains close communication with parents. The parent-teacher association has been set up to pool parents' efforts in assisting the school to organise activities so as to enrich children's learning experience. The school arranges appropriate parent education to strengthen parents' understanding of child development and parenting skills. A wide range of parent-child activities is arranged so that parents understand the importance of play for children. The school collaborates closely with parents, enabling children to grow in love and care as well as learn through play.

- 1.4 The school has a good grasp of its foundation and directions for development through school self-evaluation. As the school regarded facilitating children's learning as its core task, building on last year's work, it set facilitating children's whole-person development through free play as the major concern of current year, as well as instilling positive values in children and cultivating in them enthusiasm towards life. Last year, the school arranged related training for teachers. It also revised the curriculum design and teaching plan while executing home-school cooperation strategy to enhance the effectiveness of the work plan. Based on the previous experience, the school has revised strategies for current year and continues to refine related work with reference to the review results. With clear objectives, the school devises the work plan in a holistic manner. Reviews are carried out by phases and the school takes follow-up actions for further improvement, as a result to achieve expected targets set in the work plan.

## **2. Learning and Teaching**

- 2.1 The school develops curriculum by referring to the *Kindergarten Education Curriculum Guide* and curriculum materials of the sponsoring body. Learning themes are devised according to the topics which are of interest to children. The school adopts an integrated curriculum approach with themes and incorporates with project learning activities to foster children's active learning attitudes. Children's life experience is enriched through visits and festive celebration activities. The school puts emphasis on nurturing children's healthy living habits, it promotes a balanced diet, organises parent-child morning exercise and cooperates with parents to promote healthy growth of children. On a daily basis,

the school arranges a variety of learning activities for children. With balanced daily schedules and comprehensive curriculum content in place, the school cultivates in children positive attitudes and values, and provides opportunities for them to develop skills and acquire knowledge in facilitating whole-person development.

- 2.2 The school formulates scope of child assessment according to learning objectives, and develops learning portfolios by maintaining records of continuous observation and children's work. The portfolios also include children's performance records based on parents' observation at home. Hence, children's learning and development progress are comprehensively reflected. At the end of school term, the school compiles information from different aspects to conclude children's learning performance for parents to understand their children's learning progress. Meanwhile, the school collates and analyses the assessment information to inform curriculum planning. It also serves as evidence of catering for learner diversity. The school's assessment mechanism aligns with the objective of facilitating children's learning.
- 2.3 The school's curriculum management is effective. The management leads teachers from each grade level to review the curriculum design regularly, streamline and integrate learning themes, so that teachers arrange extended exploratory or creative activities to develop children's potential. Teachers design fun-filled activities which enable children to explore and learn in everyday life. Through the process of problem-finding, collation of information, analysis and discussion, children are able to develop the ability of learning to learn. Children build up confidence of learning by applying what they have learnt into practical uses. After teaching activities, teachers reflect on the teaching effectiveness according to the learning objectives of the activities, children's learning performance and considered views of children, they adjust teaching strategies and refine the design of activities and learning environment. Every school term, the school gathers evidence from different perspectives to review the curriculum planning. Based on the evidence, the school takes follow-up actions and makes improvement, also uses the assessment results to inform curriculum information of the sponsoring body so as to promote curriculum development collaboratively.
- 2.4 In these two years, the school has been striving to promote free play to facilitate whole-person development for children. Last year this scheme was

implemented in K2 classes. After reviewing the effectiveness, the activity timetable is revised to provide children with more play time for this year. The activity assessment record is simplified and the classroom environment is further enriched. The scheme is further promoted to whole school. The school arranges daily free play sessions in the classroom or outdoors for each class. Children play alone or with peers. They take part in free choice activities and decide objectives of play, playing methods and materials by themselves. It is observed that learning materials are available in the classrooms for children to manipulate and explore, with simulation game facilities to encourage them to imagine. Children sing along with music and dance creatively. They select materials to construct role-playing scenarios with peers. Also, they attentively make use of different materials and apply skills to create artworks. The school places some used and cleaned tyres in the outdoor play areas, children work collaboratively to move the tyres for games. They also build sports equipment units and creatively turn them into balance beams and slides, etc., engaging themselves in various kinds of games. A variety of game materials are able to stimulate children's creativity and initiative of active learning. Furthermore, the peer interaction facilitates the development on language, social skills and problem-solving ability. Teachers walk through the classrooms and participate in the games with children. An inviting learning atmosphere is established. At the end of activities, children pack up materials to maintain the classroom neat and tidy. They demonstrate good self-care abilities. Under the guidance of teachers, children are encouraged to review the activities and record the most memorable parts of the activities by drawing or writing, then share their feelings with peers. After reviewing the effectiveness, the school organises more activities for parents, so as to let parents understand the benefits of free play on children learning. The school makes good use of the evidence for review, as well as plans follow-up measures accordingly with the assessment results, the plan is effectively implemented.

- 2.5 The school has all along attached importance to moral education. In these two years, the school regards instilling positive values in children and cultivating in them enthusiasm towards life as its major concerns. Since last year, the school has incorporated related learning elements into learning themes and implemented in K1 and K2 classes. Through various means such as storytelling, life sharing, discussion and so forth, teachers instil positive values in children. They also

guide children to control their emotions, care about surrounding people and things, get along well with one another, be passionate about learning and build up confidence. This year each grade level incorporates the related learning elements into its curriculum. The school takes establishing a loving and caring school culture as its important strategy. Teachers work in harmony and respect each other, setting a good role model for children. They wear “happy badges” and are amiable. They listen to children patiently. Teachers cater for learner diversity and they praise and encourage children from time to time. They give more individual guidance in light of the needs of children, adjust activity pace to help children grasp the playing method gradually, and design learning activities with different levels of difficulty, enabling children to choose games according to their abilities. Besides, the school organises mixed-age activities. Elder children learn taking care of the younger schoolmates while the younger children learn from their senior schoolmates. There is a “good friends” scheme promoting love and care for one another, children get along with peers. The ambience of love and care fills the campus and is reinforced by setting up a love wall displaying warm reminders and encouraging words written by parents, teachers and children. Children learn and play together. Children of different abilities are accorded with due respect and encouragement. These activities instil in children positive self-image and attitudes.

2.6 The school makes effective use of children’s work and activity photos to decorate the campus and classrooms, constructing a warm and home-like atmosphere while allowing children to revisit their learning activities and consolidate what they have learnt. Children like expressing their thoughts by drawings and they complete art and craft work in collaboration with peers. The children’s work is vibrant and full of fun. There are diverse play sets installed in both indoor and outdoor playgrounds in the school. Teachers arrange physical skills training in light of children’s physical development. Scenarios with dramatic elements are also set up to stimulate children’s imagination. Children participate in physical activities through play, they are energetic and have good body coordination abilities. Teachers arrange activities like singing, playing percussion instruments, music appreciation and so forth, guiding children to perform rhythms and melodies through body movements. Children enjoy engaging in sing-along sessions and have great fun in music activities.

2.7 Teachers communicate clearly and logically with children, they make use of

pictures and real objects to facilitate teaching and design a variety of games. In this way, children are able to explore through different senses and their interest in learning is stimulated. Teachers make proper use of unwanted domestic items as teaching aids and craftwork materials to teach children to cherish resources. Children are happy to share their life experience and respond to teachers' questions actively. They like expressing ideas and create stories with peers by drawing and writing. Children are curious about their surroundings and actively participate in different learning activities.

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

In line with the education rationale of child-centredness, the school has formulated a clear curriculum development direction. With concerted efforts, the school and parents jointly promote the curriculum which adopts the strategy of learning through play. Through continuous and effective school self-evaluation, accumulation of experience as well as professional development, the school will keep striving for excellence.