

School No.: 565970

Quality Review Report (Translated Version)

Caritas Nursery School - Shatin

23-25 Man Lai Road, Sha Tin, New Territories

26, 27 April & 2 May 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: 26, 27 April & 2 May, 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 The school upholds its mission of love in the service of hope, to provide education and care services for children in the vicinity. The leadership team cares about the school's development. Through meetings and school visits, it understands and monitors the school operations while offering guidance and support aptly. The management attaches importance to the professional growth of the team. It plans teacher training according to the development direction of the school. In tandem, it arranges teachers to attend regular meetings of the joint-school working groups to exchange and share views on teaching, the support for children and other aspects with fellow teachers from the affiliated kindergartens, hence facilitating information sharing and professional advancement. The principal is familiar with the skills and expertise of the team members and empowers teachers to take up different posts based on the needs of the school so that they can unleash their full potential. She makes plans for the transfer of experience proactively to benefit the long-term development of the school. Teachers are passionate about their work. They always explore ways to enhance the quality of teaching as well as helping and encouraging one another. The school has established a learning community. The management and teachers have a sense of belonging to the school. They discharge their duties and work as one to drive the school forward.
- 1.2 The school has a stable self-evaluation mechanism. The management leads teachers to review the progress and effectiveness of various tasks regularly while making reference to the stakeholders' views to set forth the development direction of next school year together. The school has been keen on strengthening spiritual and moral education in recent years and has set this as its major concern to encourage children to practise positive character traits in everyday life. Another major concern of the school in this school year is to enhance the teaching effectiveness in the learning area of arts and creativity so as to inspire children's aesthetic development. The school strategically organises teacher training and parent

education activities as well as the curriculum plans so that the major concerns can be implemented smoothly to achieve the expected objectives.

- 1.3 Adhering to the spirit of “education for all”, the school embraces and caters for children’s diverse needs. In addition to providing referral service according to the established mechanism, the school also makes good use of external resources to plan effective guidance and provide appropriate support to children with special needs and their families. Teachers put much effort into creating an inclusive atmosphere. They flexibly use tactics in daily activities such as seating arrangements and homework adaptation, to accommodate children’s learning needs. The school organises parent-child activities for the newly admitted children and lets parents accompany their children to get to know the school together, helping children build a sense of security. Furthermore, the school explains to parents the possible reaction of children to a new environment and the corresponding strategies to deal with such reaction. In this way, parents can assist children in getting psychologically prepared the soonest. The school also adjusts the daily schedule of the activities flexibly in light of children’s adaptation, which effectively helps the newcomers become engaged in the joyful school life smoothly.
- 1.4 The school regards parents as partners and utilises a great variety of communication channels to keep close contact with them. It also holds workshops, seminars, etc., periodically to help parents understand the developmental characteristics of children to improve their competence in parenting. The school keeps stakeholders informed of the direction of school development via its website. Moreover, it organises relevant parent education activities to exploit the synergy effect between home and school to strengthen the effectiveness of the implementation of the major concerns. The parent-teacher association has been set up for years and maximises its function as the bridge in home-school communication. The school is willing to listen to and follow up on parents’ views actively, which is conducive to improving the education quality. Parents trust and support the school. They join hands with the school readily to support children’s happy growth.

2. Learning and Teaching

- 2.1 The school sets nurturing the holistic development of children as its curriculum aim. It makes reference to the curriculum materials provided by the sponsoring body and takes into account children’s abilities and interests to devise an integrated,

comprehensive and balanced school-based curriculum, covering various learning areas. The curriculum content is designed with real-life themes and the school ties in with the themes to organise visits, experiential activities and so forth to enrich children's learning experiences. The school also arranges for children to conduct tasks of project learning to explore topics that they are interested in, so as to cultivate their interest in exploration through diversified activities while at the same time constructing knowledge and developing skills like problem solving and cooperation. The school holds celebrations during traditional Chinese festivals, such as the Mid-Autumn Festival and Lunar New Year, to nurture children's sense of belonging to our country from the aspects of culture and art as they take part in creating ink wash paintings, making lanterns, etc.

- 2.2 The school has a solid assessment mechanism where the assessment content is in line with the principles of child development and the objectives of the school-based curriculum. There are clear and explicit assessment guidelines and criteria for teachers to evaluate children systematically and objectively. Teachers continuously observe and record children's performance in each learning area and regularly invite parents to share with them children's attitudes towards life and people, their living habits, etc., so as to comprehend children's all-round development in a more holistic way. In the assessment information, teachers describe children's learning and analyse their developmental characteristics to deepen parents' understanding of their child's growth, thereby leading parents to have reasonable expectations for their children. Meanwhile, teachers give parents concrete follow-up suggestions based on children's learning progress. Thus, parents and school unite in promoting children's growth. The school consolidates and analyses children's assessment information in a systematic manner to serve as a reference for curriculum revision, informing and refining the curriculum constantly.
- 2.3 There is an explicit and effective curriculum management mechanism in the school. The management leads teachers to arrange the curriculum with reference to the information from previous curriculum review and in response to children's abilities and life experiences. The overall planning of the curriculum outline is completed at the beginning of a school term to facilitate teachers to conduct collaborative lesson planning and prepare teaching materials to implement the school-based curriculum. Teachers make post-activity reflections. They evaluate the teaching effectiveness and children's interest in learning in accordance with children's performance, and then timely adapt the curriculum or take individual follow-up action. The

management monitors the implementation of the curriculum by walking through classes, observing lessons, attending meetings and scrutinising teaching documents. It then offers teachers suggestions for improvement and support. During the regular joint-school meetings, the management gives feedback to the sponsoring body on curriculum implementation. Teachers of the affiliated kindergartens also share their teaching and curriculum execution experiences with one another, with a view to pursuing excellence and elevating the effectiveness of learning and teaching unceasingly.

- 2.4 In recent years, the school has considered strengthening spiritual and moral education to cultivate children's positive characters as its major concern. It devises the content of morning assemblies methodically to guide children to appreciate and cherish nature and nurture them to be contented and grateful in life. A good behaviour award scheme is also set up to encourage children to behave virtuously like being courteous and perseverant. Teachers tell moral stories that are in consonance with the themes to let children understand various positive behaviour traits. A series of activities highlighting love and care is launched for children to learn caring about the people and things around them. For instance, children try to take care of their juniors and send blessings to one another during festivals. As observed, children are optimistic, studious, courteous and friendly. They do not give up easily when encountering difficulties. Children are willing to appreciate others and take the initiative to care about families and friends who are unwell, showing positive values and attitudes towards life.
- 2.5 Enhancing the teaching effectiveness in the learning area of arts and creativity is another major concern of the school in this school year. Teachers apply what they have gained from training to improve the set-up of the art and craft corner. Craft materials that are rich in types and amounts are available for children to choose from when needed, which is favourable to stimulate children's creative ideas. Teachers arrange famous painting appreciation activities from time to time to guide children to understand different painting styles. At the same time, teachers encourage children to admire the beautiful things around them and express their feelings. In view of children's abilities and the bright school environment, teachers purposely incorporate macramé into the craft activities of all grade levels, so children can use fine muscles flexibly to create three-dimensional artworks. Teachers also plait decorative knots with cotton cords of various thicknesses at different places of the campus like the railings so that children can enjoy viewing the light passing through

the knots, fostering their aesthetic development. Children are interested in making art. During free choice activity sessions, they take their favourite things as the creating themes and use craft materials to design their work such as drawing a tiger carefully with coloured pencils or collaging a three-dimensional snowman with buttons and plastic boxes. Children pay particular attention to the use of colour. They are able to draw patterns using a soft colour gradient according to the tints and shades of coloured pencils or paint colours in rainbow order. Children draw detailed compositions, reflecting their strong sense of observation and originality. The major concern has achieved the expected results.

2.6 The school environment is clean and bright. Teachers make good use of the campus to arrange activities for children. There is a small garden in the school. Children learn to explore and protect nature by planting and observing the growth of fruits and vegetables. Ample learning resources are available in classrooms. Teachers meticulously design teaching aids and play materials related to the themes of which the content is interesting and suits children's abilities, helping children consolidate their daily learning from manipulation and experiences. Teachers decorate the school premises with children's photos and work. Albums of children's work are placed in the reading corners such that children can flip through and appreciate them at any time. Moreover, children make clay props and drawings based on the needs of their play and use the artworks for role-playing. This not only enriches the materials in the interest corners, but also increases children's sense of belonging to the learning environment. During free choice activity sessions, children play enthusiastically in all corners, including exploring the relationship between light sources and shadows, simulating taking care of small animals or collaboratively collage forests and oceans with eco-friendly materials, hence learning efficiently in a relaxing and joyful environment.

2.7 Teachers always smile and have a good relationship with children. They interact and communicate with children frequently. A weekly designated time is set for children to share what they have seen and heard during holidays. Teachers regularly invite children to assist in gathering information, interviewing family members or conducting sharing sessions to promote their active learning and boost their confidence in expressing themselves. Teachers place different equipment like climbing frames and rope cargo nets in the physical activity venue for children to play with, fostering their limb coordination. During music activities, teachers guide children to appreciate songs and make associations. Children sing loudly and

perform rhythmic movements according to the beat and melody, thoroughly enjoying themselves. Teachers are good at noticing children's needs. They provide appropriate feedback during children's play and teach children interpersonal skills or problems-solving strategies. After playing, teachers collate children's experience to consolidate children's learning.

- 2.8 Children are curious about their surroundings. They are not afraid to ask questions. They give active responses and also take the initiative to share their life experiences, possessing good oral expressive language skills. Children mostly play together. They chat and share their feelings with one another when playing, getting along with peers. In the constructive games, children analyse the reasons why things fall down and conscientiously explore ways to stack building blocks securely, demonstrating the courage to face challenges. Children have built outstanding activity routines that they are able to follow instructions to switch activity modes or help put things back swiftly. Their self-care abilities are also good as they return the tableware by category after meals, tidy their clothes and wash their hands on their own after toilet time.

3. Recommendations for Enhancing Self-improvement of School

The school is keen to practise the education rationale of child-centeredness. Team members pull together and cooperate with parents to help children gain joyful and rich learning experiences through diversified activities. The management may continue to lead teachers to demonstrate professional competence of peer collaboration and employ an ongoing cyclical self-evaluation process to promote the school to strive for excellence and perfect itself day by day.