

School No.: 565997

Quality Review Report (Translated Version)

Caritas Nursery School - Tsui Lam

306-313 Pik Lam House, Tsui Lam Estate, Tseung Kwan O, New Territories

17, 18 & 22 April 2024

**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 & 22 April 2024

☒ **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 recognises and supports the school philosophy, work objectives and development directions drawn up by the leadership team. Adhering to the mission of the organisation, the school strives to create a caring and harmonious campus and make continuous efforts to nurture children's healthy growth. With the support of the organisation, the school provides detailed guidelines to its staff on aspects including financial management, procurement procedures and crisis management while rendering professional support in terms of curriculum, teacher training and child care. Thus, a good foundation for school development has been laid. The school has an explicit organisational structure and clear delineation of authority and responsibility, which are conducive to the implementation, review and refinement of work. The management has served the school for years and is familiar with the school operation. Putting an emphasis on the professional development of teachers, the management understands the strengths and areas of improvement of all teachers by referring to the appraisal results. It also arranges training to enhance the professional competence of the team according to the major concerns. With respect to the support of newly recruited teachers, the school not only lets the new recruits participate in the workshops offered by the organisation for learning the vision and educational belief of the organisation, but also assigns experienced teachers as mentors to give appropriate assistance so that new teachers can adapt to and get familiar with their work environment the soonest.
- 1.2 Based on the school context and needs of children, the school devises its major concerns after deliberations among all teachers. It sets task objectives and strategies for implementation. The school collects views of stakeholders through various channels and conducts interim and end-of-year reviews, examining the work progress and effectiveness. In the last school year, the school regarded provision of diverse art experiences and development of positive school culture as its major concerns, using teacher training, environment setup and so forth as strategies. After

reviews, the school realised that teachers still had to accumulate experience in designing and conducting art activities. Hence, one of the major concerns of this school year remains the provision of diverse art experiences. With the establishment of positive school culture, the relevant work has been regularised. To tie in with the mission of the organisation, the school makes cultivating children's moral character as its major concern of this school year with an aim to preparing children to become a caring, brave person and be grateful for what they have. Teacher training, abundant resources and activity design are adopted as the strategies for the two major concerns and they have been implemented smoothly. The effectiveness is gradually seen.

- 1.3 In regard to catering for learner diversity, the school respects and embraces children. An inclusive school culture has been developed. Teachers pay attention to children's performance and identify children's needs, supporting children with special needs by various professional teams. The school deeply cares for the emotion, self-care and adaptation of routine of newly admitted children. Besides school adaptation activities, the school also conducts parent-child activities at school in order to let children know about the school life in the company of their parents. The school regards parents as key partners and keeps close communication and collaboration with them. Examples include parent lesson observations and a wide range of parent-child activities. Parents trust the school and actively take part in volunteering services. The school organises parent seminars regularly for parents to learn about the developmental characteristics of children and child-rearing experiences so as to enhance the effectiveness of their parenting.

2. Learning and Teaching

- 2.1 With reference to the curriculum outline of the organisation, the school connects the six learning areas with real-life themes and organises a curriculum that covers attitude cultivation, skill development and knowledge construction. For national education, teachers form a flag-guard team with children. Children familiarise themselves with the etiquette and cultivate a sense of national identity through the national flag raising ceremony. In addition to traditional festivities, the school carries out activities like Touhu, lantern riddles, opera mask drawing for children to experience Chinese culture. Meanwhile, the school and affiliated kindergartens co-organise outdoor visits. Before their visit, teachers devise simple learning tasks for

children according to the learning themes. For instance, children are asked to observe carefully the exteriors of buildings and make records during visits, and then conduct parent-child activities to build a cottage model, thus expanding children's learning experiences. The school gives sufficient time for children to engage in music, physical, art and free choice activities every day, leading to a balanced daily schedule. The school attaches importance to developing children's exploratory spirit. Yet, as seen from the documents, the knowledge taught during some exploratory activities was too difficult and inappropriate. For example, children were asked to understand the structure of a leaf including the stoma. Teachers are advised to conduct reviews such that what children learnt is in connection with their developmental needs.

- 2.2 The school has established a mechanism for the assessment of child learning experiences. According to the learning objectives, teachers map out assessment foci and conduct assessments by referring to the criteria discussed through daily observation. Teachers maintain observation records, analysis of works and other information in learning portfolios as evidence of children's growth. Teachers meet with parents every school term and exchange ideas on child development. The team makes use of relevant information to adjust the activity design and inform curriculum planning.
- 2.3 The school has developed a curriculum management and monitoring mechanism, with designated teachers coordinating the curriculum of each grade level to rationalise the increment of difficulty of the learning content. The management conducts reviews and revisions, and keeps track of the implementation of the curriculum through classroom walkthroughs and lesson observations. Teachers make reflections after lessons but most of them comment on whether the activities have been carried out smoothly, whether children have participated in the activities with joy, or whether materials prepared are adequate. The management is recommended to lead teachers to examine the effectiveness of activities in light of the learning objectives while proposing and putting forward suggestions for improvement to inform the curriculum.
- 2.4 To keep pace with the major concern of cultivating children's moral character, teachers design learning activities after training. They furnish the campus with plentiful teaching resources and set up interest corners where various types of items such as dolls, greeting cards and books are placed in a bid to encourage children to play together and help one another. Meanwhile, teachers convey positive and

caring messages to children through different stories and activities including the positive energy radio broadcast. Teachers are also role models to nurture children's values of caring, bravery and being grateful for what they have. As observed, children helped, cared for and appreciated one another. They took the initiative to comfort and motivate peers, or gave their views to peers. They performed proactively in the activities and the effectiveness of the work plan is clearly shown.

- 2.5 In consonance with the major concern related to art experiences, teachers provide diversified materials for designing a variety of aesthetic creative activities. A broad range of artwork materials and tools are placed in the art corners. Apart from engaging in art activities instructed by teachers, children can create freely during the free choice activity sessions. The work plan is making satisfactory progress.
- 2.6 The school makes good use of the campus space to create interest corners. During the free choice sessions, children from two grade levels are arranged to conduct activities in a mixed-age mode, facilitating the social development of children. The school provides a wide array of materials that children jointly assemble bridges, city walls, towers and other buildings, carrying unique features. The role-play corners are decorated according to the themes. Children play the roles of road users, bus captains, passengers, etc. The activities are favourable for deepening children's impression of thematic learning. Wooden blocks, seashells, pebbles, magnetic cars and ramps are placed in the exploratory and science corners respectively. Children love playing with the materials and feel the texture or magnetic force of these objects. They also unleash their creativity to create imaginative play and proactively invite their peers to get involved. When children are having activities, teachers give guidance and hints to them while joining in their play to encourage children to cooperate with one another. Through pictures and artworks, teachers invite children to explain the activity process and their ideas after the play, which is beneficial for children's mutual appreciation and learning.
- 2.7 Teachers always take note of children's standing and sitting positions, reminding children about maintaining proper posture at opportune times. Teachers draw children's attention effectively by using suitable teaching aids. However, a minority of teachers are advised to pay more attention to children who participate less in activities. It is suggested that they may simplify or split a learning task into two or three steps so as to lift children's confidence and opportunities for them to take part in. Teachers have followed up on the recommendations of the previous Quality Review. They express concern about children's amount of exercise when

conducting physical activities and give individual guidance as necessary, assisting children in developing gross motor coordination and control. Teachers design music activities such as singing, rhythmic movement and musical instrument playing. Yet, teachers have long narration during the process and hence affect the effectiveness of music activities. Teachers may streamline the content of instruction in order to increase children's time spent on the music activities.

- 2.8 Children have good self-care abilities that they are able to tidy up and place tableware orderly on their own after meals. They also demonstrate their character trait of helping one another, self-discipline and obedience. Children always encourage one another in the activities. Children cheer for peers or motivate them to make unremitting efforts despite failure, brimming with positive ambience. In the mixed-age activities, children take care of younger schoolmates and actively offer help, showing good social development.

3. Recommendations for Enhancing Self-improvement of School

The school cares for children. It has laid a good foundation for home-school cooperation. The management leads the school development under the well-operated school self-evaluation mechanism. However, the management is advised to review and revise the learning content of exploratory activities in light of children's needs while strengthening teachers' teaching reflection abilities with a view to further enhancing the learning effectiveness of children.