

School No.: 325694

Quality Review Report (Translated Version)

Choi Ha Estate Kit Sam Kindergarten

No. 4, Carpark Podium, Choi Ha Estate, Ngau Tau Kok, Kowloon

19, 20, 21 & 23 November 2018

**Kindergarten Inspection Section
Education Bureau**

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

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 19, 20, 21 & 23 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 of the school is able to perform its function in monitoring and supervising the school. Meanwhile it provides ample support for the school to continuously improve the campus facilities and purchase teaching resources so as to create a desirable learning environment for children. The management has rich experience in management and curriculum planning. It keeps abreast of the trends of kindergarten education, and discharges its duties as an effective leader in strategically promoting teachers' professional development. The management organises training programmes and activities such as visiting other kindergartens, so as to encourage teachers to keep up with the times. The management arranges teachers to take up different positions with flexibility according to their abilities and interests. Authorities are delegated to teachers so that they are able to demonstrate their abilities and actualise their potential. Teachers understand the rationale of child-centredness. They share their teaching experience candidly, which helps facilitate the teaching effectiveness of the whole team.
- 1.2 The school has developed the School Self-evaluation (SSE) mechanism in order to systematically collect views from different stakeholders, so as to serve as evidence of reviewing the school's current situation. The management leads all teachers to examine the development of the school. By taking children's needs into consideration, the school has chosen to promote emotion education and foster children's social development as the major concerns in recent years. The school has first planned to enhance children's ability in expressing and relieving their emotions. Afterwards it gradually enriches children's experience in society, from the level of individual and school to that of family and community, so that children are able to learn to get along with different people. The school arranges teachers to take part in professional support programmes. The teaching team has adjusted the design of the curriculum collaboratively so as to take forward the development plan in a step-by-step manner. The school has considered the needs of different stakeholders, and it implements the plan by having teacher training, curriculum re-

arrangement, collaboration with parents, etc., in a well-planned manner. Children demonstrate good social development with positive feedback from parents. The results of the plan are remarkable.

- 1.3 The school utilises community resources in planning and implementing care services and parents' work. The school accepts and respects children with different abilities. It maintains close connection with parents, provides proper referral and follow-up services, so as to offer professional support to children with needs at an early stage. The school co-organises seminars and workshops with external organisations in implementing parent education. It also allows parents to participate in lesson observation and various classroom activities, and be volunteers, so that parents are able to understand the school curriculum and children's learning needs during the process. The school sets up the "parents' resource centre" for parents to borrow books and teaching aids, such that parenting knowledge can be enhanced and parent-child relationship can be fostered. Parents trust the school, and they recognise and support the school's development. With concerted efforts, parents and the school work together in facilitating children to grow healthily.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* to devise its school-based curriculum that fully actualises the core value of child-centredness. With a play-based strategy, children are provided with a comprehensive, balanced and appropriate curriculum. The school adopts themes related to children's life experience as the core of the curriculum by considering the needs, abilities and interests of children at different ages. It then integrates the content of different learning areas to design activities for children to explore and experience. At the same time, the school renders children the opportunities to engage in "project learning", picture book activities and outings, to diversify their learning experiences. The school ensures that children are given sufficient time to take part in music, physical and free choice activities every day. It delivers moral messages to children in an appealing manner during morning and afternoon assemblies, which helps enhance children's whole-person development.
- 2.2 The school has a well-developed mechanism to coordinate, monitor and review the curriculum. The teaching team has a culture of conducting regular teaching reflections. Teachers take children's performance as evidence of reviewing the effectiveness of learning activities, and make suggestions on areas for improvement.

They also take follow-up actions proactively to enhance the effectiveness of learning and teaching. The management effectively performs the role as a curriculum leader by steering teachers to continuously refine the curriculum based on the review results. The management has a good grasp of the actual curriculum implementation by conducting classroom walkthroughs, lesson observation and attending curriculum meetings, and give support and feedback to teachers as appropriate. The teaching team collaborates well and is able to make ongoing self-improvement in learning and teaching with the effective use of SSE. It enhances the effectiveness of children's learning.

2.3 The school uses stories as a starting point to strengthen children's communication skills and enhance their motivation to learn on their own initiative. The school has worked out a strategic action plan and implements it in K3 classes first. The experience is then reviewed in order to help the school extend the plan to the other two grade levels. Teachers attend training sessions in grasping the skills of storytelling and teaching. Professional exchange takes place among teachers through peer observation and sharing. Teachers use the background of the story as an introduction to encourage children to predict the development of the plot, hence guiding children to think in different directions and share their views. Children take note of the illustrations of the story attentively during activities and try to understand the texts. They also interact with peers and teachers and have the opportunities to participate in extended activities, such as creating their own stories and role-playing. Children use language in an authentic context, express themselves confidently and creatively. The plan is able to enhance children's learning motivation and interests effectively.

2.4 The school accords high priority for children's affective and social development. It adopts diversified means to develop children's good virtues and positive values. Having reviewed the school-based curriculum, the school strengthens the elements of emotion and moral education in different activities so as to nurture children's empathy. In respect of the classroom setup, teachers decorate the emotion corner in each classroom with great care so as to provide a safe and comfortable environment for children to express their emotions through appropriate means, under the guidance of teachers. In addition, the school uses religious and home-school activities to extend children's experience. As observed, teachers are able to encourage children to express their emotions. Children are willing to help and cooperate with one another. They learn actively and voluntarily, and are devoted to school life.

- 2.5 Teachers set up the learning environment meticulously, and decorates the classrooms to align with learning themes. Children's artworks are displayed in the campus. Their artworks are creative, enhancing the aesthetics in the school premises. Teachers across grade levels have reached a consensus on the setup and requirements of the interest corners, and make adjustment according to the abilities, needs and interests of children of different classes. As observed, the imaginative play corners and emotion corners are distinctive for each class, which can help children be more devoted to the activities. There are abundant materials in the art corner of the classrooms for children to choose and create freely. Children read books that interest them in the reading corner. They choose the games and activities in classrooms freely and learn through exploring and manipulating different teaching aids and materials. The school enables children to try to design their physical play activities by using different materials and equipment. Meanwhile, the school makes proper use of the venue for gross motor activities and arranges suitable space for children to take part in large block play. Children explore on their own during free choice activities, which is conducive to fostering their self-directed learning.
- 2.6 Teachers care about children and they are full of patience. They enjoy school life happily with children every day. Teachers are well prepared for their teaching. They used various types of materials to design diversified teaching materials and teaching aids with different levels, so as to attract children to learn while meeting their different learning abilities and needs. Teachers stimulate children to think by asking open-ended questions. They organise activities to let children share with peers so as to encourage interactions among children. From observation, children are eager to express themselves with creative ideas, displaying self-confidence. Teachers give clear instructions when leading physical and music activities. They demonstrate on their own or invite children to demonstrate, depending on the difficulties of the activities, so that children are able to understand the activity requirements. Teachers lead children to evaluate their learning in the middle and at the end of the activities, enabling children to review if they have achieved the expected goals in an attempt to make improvement. Overall speaking, teachers possess good teaching abilities and classroom management skills, hence learning and teaching is effective.
- 2.7 The school uses continuous assessment to observe children's learning and development progress in different aspects comprehensively. It simultaneously makes reference to children's work and parents' feedback on the performance of their

children at home to understand children's learning from different perspectives. Learning portfolios are then developed as systematic records for children. The school conducts summative assessment for children in order to demonstrate children's learning and development progress in different areas. As a result, parents are able to have a clear understanding of their children's performance in different stages. The school makes effective use of the assessment information to follow up individual children's learning and development, and as evidence of reviewing the school-based curriculum, thereby enhancing the effectiveness of learning and teaching in an ongoing manner.

3. Recommendations for Enhancing Self-improvement of School

The school upholds the value of child-centredness, under the effective leadership of the school management, the teaching team is able to gain new knowledge through diversified channels, including external training and internal professional sharing and support. The teaching team is also able to keep up with the times to apply what it has learnt proactively, so as to enhance the effectiveness of learning and teaching continuously. In addition, the teaching team is able to provide children with sufficient opportunities for their self-directed learning. The school could further enhance its work in all aspects by continuing to put the rationale of the inter-connected self-evaluation processes, viz. planning, implementation and evaluation, into practice, thereby fostering its continuous development.