

School No.: 598038

Quality Review Report (Translated Version)

Christian Adrienne Kindergarten (Bayview)

**LG2/F, Bayview Garden, 633 Castle Peak Road,
Tsuen Wan, New Territories**

13, 14 & 16 June 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: 13, 14 & 16 June 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 collaborates closely with a nearby affiliated kindergarten under the organisation to enhance work effectiveness through discussing curriculum content and organising school activities by the two teams together. In light of the school's development needs, the management arranges professional training and exchange activities abroad for teachers so as to help them understand the development trends of the kindergarten curriculum and acquire relevant knowledge and skills. The management has served the school for years. It is familiar with the administrative affairs and daily operation of the school. It also assigns duties according to the experience and expertise of teachers and encourages them to maximise their potential for promoting the advancement of the school with concerted effort.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to amend its daily schedule, homework of K1 and arrangements for assessment of child learning experiences with a view to optimising teaching effectiveness. The school recognises the rationale of self-evaluation. The management leads teachers to map out the development plans for the next stage to keep pace with the latest development of the curriculum and the needs of children. In recent years, the school has regarded promoting learning through play to enhance the efficiency of active learning among children as its major concern. The main strategies of last school year were to assist teachers in understanding the principles for designing games and teachers' roles in facilitating children to learn through play by joining a learning circle. This year is to inspire teachers to apply the relevant theories into learning activities, thus implementing the plan steadily.
- 1.3 The school embraces and cares for the diverse needs of children, creating a loving and inclusive atmosphere on campus. In an effort to strengthen the care for learner diversity, which is also taken as another major concern of this school year, the school brings in external professional support that works alongside teachers to employ suitable strategies, including visual cues, teaching aids and sensory materials, to

support children's needs in the aspects of language, emotion and behaviour, thereby helping children learn and grow at their own pace. Besides, teachers maintain liaison with parents through multiple channels to keep them informed of children's learning and provide appropriate suggestions at an opportune time. Meanwhile, the school coordinates a wide range of parent education activities to enhance parents' competence in parenting and offer a platform where they can socialise and share experience with one another as well, so as to unite the strengths of parents in supporting and encouraging each other.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to design an integrated curriculum with a thematic approach. The curriculum is comprehensive in content, covering various learning areas. Teachers incorporate elements of Chinese culture into the curriculum in alignment with the learning themes and traditional festivals. For instance, teachers launch festival booths and games during the Lunar New Year, and children draw New Year flowers in art activities, guiding them to experience the traditional culture of our country in a natural way. The school conducts a national flag raising ceremony every week and on important days with a view to cultivating children's sense of belonging to the country and national identity from an early age. In regard to the daily schedule, the school arranges music, physical, art and free choice activities for children every day to facilitate their balanced development. The school also organises field trips that tie in with the teaching content, extending children's learning experience. Teachers design diversified fine motor activities for K1 children, which is conducive to building a good foundation for pre-writing. However, some learning content and homework of K3 in the learning area of Early Childhood Mathematics are rather difficult. The school must review and revise them in order to cater for the abilities and learning needs of children.
- 2.2 The school has established a mechanism for the assessment of child learning experiences and has refined the assessment arrangements in recent years to reflect children's progress clearly. Teachers adopt continuous observations to evaluate the performance of children in each learning area in accordance with the themes while collating various assessment information to analyse and comment on their overall development regularly, which is favourable for parents to understand and follow up on children's learning and developmental needs.

- 2.3 The management leads teachers to devise teaching plans and work out the environment set-up. It keeps abreast of the situation of curriculum implementation through scrutinising teaching documents, observing lessons and so forth. In tandem, it arranges peer lesson observations for teachers to exchange ideas on teaching strategies. The management is advised to draw up a focus for lesson observations based on the emphasis of school development and the teaching needs of teachers so as to strengthen the effectiveness of major tasks to a further extent. Teachers reflect on the teaching efficacy according to children's performance and review the learning content and activity arrangement together at the end of a theme. They make adjustments when necessary in order to boost the teaching efficiency.
- 2.4 In recent years, the school has placed emphasis on promoting children to explore freely through play, with an expectation of creating a relaxing and safe environment by reducing the restrictions on games and inspiring children to learn proactively based on their own preferences and abilities. The school organises play days for each grade level respectively this school year at the lobby with ample space and plentiful sport materials and carton boxes for children to create games of their own accord. Such arrangement gives children more opportunities to explore, which is beneficial for cultivating their creativity, social and problem solving skills. Teachers record children's performance during games and accompany them to revisit what they have learnt after the activities, enabling children to express their feelings and solutions to problems verbally or in drawings or words. Yet the school is recommended to review the implementation approach and effectiveness of the activities systematically in a bid to grasp the circumstances and progress of the major task, thus enhancing the practical experience of promoting learning through play.
- 2.5 Teachers put much efforts into designing the interest corners and building a small stage in the corridor for children to create shows on their own or interact with one another. Children stand on the stage to deliver speeches, tell stories or introduce their artworks with confidence, sharing the content and their thoughts fluently. Teachers furnish a small, dimly lit room for children to explore daily objects that can glow. This offers them opportunities to learn with their senses, reinforces their understanding and thinking of the surroundings. Teachers also deepen children's knowledge of the learning content in interesting ways. For example, teachers set up simulated banks and shops in the classrooms which facilitate children to learn about the concept of spending money wisely and saving money through playing the roles of banking officers, shop attendants, customers, etc. Meanwhile, teachers

prepare eco-friendly teaching aids attentively to attract children to manipulate them. Children are willing to try out the fun mathematic games, consolidating the basic concepts joyfully. They are engaged in the art activities as well, during which they think seriously and make use of the diversified materials provided by teachers to unleash their imagination in full, creating distinctive artworks.

2.6 Teachers are kind and amiable. They often praise children's good behaviour in concrete terms while reminding them about ways to act properly in a timely manner. Teachers use real objects, puzzles and photos to support thematic teaching, thereby arousing children's curiosity and group discussions. Children are familiar with the community they live in. After observing the photos that teachers have shown, children are able to tell the locations and names of the community facilities. They can also connect their experiences in daily life with the learning content in their sharing. Teachers design music activities corresponding with the themes. In connection with the lyrics and music, they guide children to imitate a moving train, or act as trees swaying in the breeze, enjoying the fun of music. The school has comprehensive physical facilities in place. Yet, teachers are advised to improve their teaching arrangements such that children have sufficient amount of exercise in the activities to foster their gross motor development. Through the corner activity log sheets, teachers understand children's participation in the free choice activities and aptly encourage them to choose from more different activities. They also perform the role of an inspirer by questioning, guidance or demonstration, which effectively motivate children to reflect on their learning and elevate their learning effectiveness.

3. Recommendations for Enhancing Self-improvement of School

The school has established a self-evaluation mechanism. It plans its annual major concerns according to the needs of children. The management is required to steer teachers to review the effectiveness of the major tasks in a systematic manner and devise the focus of lesson observations with regard to the school's development and teachers' needs for further intensifying practical experience in promoting learning through play. Regarding the learning and homework content in the learning area of Early Childhood Mathematics for K3, the school must remove the parts that are rather difficult in order to meet children's abilities and development.