

School No.: 616281

Quality Review Report (Translated Version)

Clement Kindergarten

**Shop Nos. G65-70, Ground Floor, Metro Harbour Plaza,
Tai Kok Tsui, Kowloon**

27, 28 & 30 September 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 27, 28 & 30 September 2021

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 has been founded for over a year. It has gradually established workflow and mechanisms for daily operation. The team understands the specific tasks and responsibilities of each position through the staff handbook, which can help the members discharge respective duties properly. Besides, the school's filing system and the access mechanism of teaching resources have initially set up for teachers to read the files and borrow the resources conveniently. The leadership team often visits the school and discusses the school affairs with the management, thereby understanding and monitoring the development of the school effectively. The management is familiar with the school affairs and curriculum. It steers the team to implement the school work systematically. It is also willing to communicate with different stakeholders and actively respond to the views of teachers and parents, striving to create an open and harmonious school atmosphere.
- 1.2 The school has preliminarily set up the school self-evaluation (SSE) mechanism. At the end of the school term, the management leads teachers to review the effectiveness of their work and devise the development direction for the upcoming year together. Since the school has just been founded and the team is newly formed, the school has regarded developing the school-based curriculum and enhancing the learning environment setup as the major concerns in these two years. Supported by the sponsoring body, the school enhances teachers' understanding of picture book teaching and environment setup by means of school-based training, lesson observation and teaching demonstrations, etc. It gradually develops the characteristics of its curriculum. The school also holds seminars for parents to understand the key emphases of its curriculum and encourage parent-child reading. When implementing the development plans, the school considers from the perspectives of different stakeholders to map out corresponding working strategies, which is conducive to enhancing the effectiveness of its plans.

2. Learning and Teaching

- 2.1 The school selects themes related to children's life experience with appropriate picture books, to design an integrated curriculum which covers all learning areas. The school curriculum is comprehensive, taking into account the cultivation of children's attitudes, the development of skills and the acquisition of knowledge. The school is concerned about children's moral development. It uses picture books related to moral and emotional education in each theme to enable children to learn proper behaviour through the stories. The school selects one of the themes for using project approach in each school term. It encourages children to collect information, share daily life experiences, etc. so as to deepen their understanding of their surroundings. Regarding the daily schedule, children have sufficient time to engage in music and physical activities. However, during free choice activity sessions, children mainly engage in playing games and creating artworks as assigned by teachers to learn the school's environment setup and the rules for free choices activities. They are not provided with sufficient opportunities to participate in free choice activities. The school is required to adopt a balanced daily activity schedule as soon as possible in order to meet children's learning and developmental needs.
- 2.2 The school formulates the school-based curriculum by using picture books and facilitates children's reading interests through picture book teaching. It also considered this as a major concern in last school year. The school selects different picture books in line with the themes and enhances teachers' skills in teaching and activity design through training. It puts much effort on creating a reading culture through implementing a book-lending programme and organising seminars for parents, with a view to enabling them to understand the principles of picture book teaching and enhancing their parent-child reading skills. Teachers possess a certain level of picture book teaching skills. They design fun-filled activities which are related to the stories. They also tell children stories with different voices and appropriate tones in order to arouse children's learning interests. Yet, teachers tend to be dominating in teaching. They are suggested to use open-ended questions more often so as to encourage children to express and extend their answers, which in turn stimulate them to think. From observation, children listen to teachers' story-telling attentively. They also choose books actively and then read quietly. The development plan is implemented smoothly.
- 2.3 The school has ample teaching resources and spacious play areas. It considers enhancing the learning environment setup to facilitate the effectiveness of children's

learning through play as the major concern in this school year. The school sets up an exploratory activity zone in the play area where diversified materials are provided for children to observe and do simple experiments. It also sets up imaginative learning zones to set up scenes such as restaurant and market for children to engage in imaginative play activities in the zone. Children are interested in the setup of the learning zones and enjoy playing with peers. They tidy up things after activities. Nevertheless, the content of the learning zone activities is not closely related to the themes. Children mainly manipulate materials in the learning zones in a causal manner, leading to discipline issues from time to time. Teachers must help children develop activity routines. Although there are bookshelves, teaching aids and toys in the classrooms, the setting, themes and the learning zones are not strongly inter-related. Thus, it is necessary for the management to lead the team to continue to explore how to strengthen the connection between the thematic learning and the learning zone activities, and improve the classroom setup in an effort to provide children with integrated and comprehensive learning experiences so as to enhance the effectiveness of learning.

- 2.4 The school has set up a curriculum coordination, monitoring and review mechanism. Teachers take turn to write up the teaching plans according to the focuses of thematic learning devised by the sponsoring body and the picture books selected. They discuss the activity design and teaching arrangements through collaborative lesson planning. Both the leadership team and the management attend meetings to give teachers suggestions and guidance in a timely manner. Also, they monitor the implementation of curriculum and provide teachers with advice for improvement in teaching through lesson observations and routine classroom walkthroughs. Members of the school team maintain close communication among themselves. They share and review teaching situation through daily conversations and draw up follow-up strategies together. Based on this foundation, the management is advised to lead the team to collate and properly record what they have discussed which can serve as reference for curriculum planning and activity design in future.
- 2.5 Teachers are gentle. They care for children and speak amicably. The school arranges mixed-age learning in some activities, with a view to providing more opportunities for children of different age groups to communicate and interact among each other. However, teachers mainly arrange children of two grade levels to conduct different activities separately during activities, and child-child interaction is rarely seen. Moreover, there is even mutual interference in some sessions. The

school is required to review such arrangement. In the course of activities, teachers observe children's performance carefully. They also play with children and provide guidance in a timely manner to cater for their individual needs. Teachers guide children to do simple experiments by anticipation, observation and verification. But teachers somewhat play a dominant role when leading the exploratory activities or are too rush to tell the results of the experiments to children. The team is suggested to work together to explore the role of teachers when they are guiding children during activities through continuous teaching sharing and peer lesson observations, with a view to enhancing the effectiveness of teaching. Teachers arrange different forms of physical activities for children, including skills training activities and group games. Children are allowed to engage in physical activities by choosing the sports equipment in the venue. Teachers guide children patiently and provide skill demonstrations. Nevertheless, as observed, some physical equipment does not fit the height of children, thereby undermining the effectiveness of the activities.

- 2.6 The school assesses children by means of continuous observation and record-keeping. The assessment content is comprehensive which corresponds to the learning objectives of different learning areas. Teachers conduct thematic assessments and write learning observation records regularly. Based on children's development, teachers give concrete suggestions to parents to facilitate the growth of their children. The school develops learning portfolio for individual children to keep different assessment information. It also makes use of the information to understand the development and needs of individual children. Yet, the school dose not summarise children's overall performance nor provide relevant information to parents for their understanding of children's development progress in each stage at the end of the school term. The teaching team works together to discuss the assessment criteria. However, they must conclude what they have discussed to devise concrete assessment criteria so as to serve as reference for future assessment. Besides, the school is also advised to collate and analyse the children assessment information to inform the curriculum planning.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school formulates its major concerns from different perspectives. However, the overall target and some success criteria are not concrete enough. The school is recommended to draw up specific objectives and criteria in order to evaluate the

effectiveness of the plan more accurately for taking follow-up actions. In addition, the school does not record the conclusions of discussions in some school administrative and curriculum meetings. It may record the highlights for future reference so as to implement the cyclical SSE process of planning, implementation and evaluation in the daily work, thereby promoting school development.

- 3.2 The school is striving to develop a school-based curriculum. Yet, it is necessary for the management to lead the team to review the current curriculum planning and the environment setup arrangement holistically and enhance the connection between both of them, so as to provide children with comprehensive learning experiences. The management must also look into the role of teachers in the course of leading activities in order to enhance the effectiveness of the development plans. Meanwhile, the school must review the situation of mixed-age teaching and strengthen the routine training for children. It is also required to implement the arrangement of free choice activities as soon as possible with the aim of providing balanced and appropriate learning opportunities for children. Moreover, the management must lead the teaching team to collate the assessment criteria of child learning experience and devise the methods of summative assessments for children, so that parents are able to understand their children's development in different stages. The management is advised to make good use of the assessment information to inform the curriculum planning and teaching design so as to enhance the quality of the curriculum.
- 3.3 The school maintains good communication with parents through multiple channels. Also, it organises parent education activities for parents to understand and collaborate with its development plans. The school may continue to map out plans for parents in a comprehensive manner. If possible, the school may arrange lesson observations for parents and recruit parent volunteers. As such, parents can participate in school activities and have a better understanding of the learning and developmental needs of their children, hence promoting home-school cooperation.