

School No.: 552747

Quality Review Report (Translated Version)

Creative Kindergarten (Ma Wan)

8 Pak Lai Road, Ma Wan, New Territories

5, 6 & 8 July 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 5, 6 & 8 July 2022

- ☒ **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 provides the school with appropriate support and guidance in administration and curriculum development, and works with the management in a leadership role to lead the team to support the school's steady development. The school has a clear organisational structure. The management has established various channels to facilitate team communication and allocates duties according to teachers' abilities and experience for their empowerment. The management plans different types of training activities according to the school situation and teachers' working needs, and strives to promote teachers' professional exchange and application of learning. With a number of new teachers joining the school in recent years, the management has strategically built team spirit and deepened the team's understanding of the school culture and their peers by organising teacher development days and gatherings. The teachers work harmoniously with each other through organising major cross-grade events. The management is able to rally the energy of the teachers in driving the school's sustainable development.
- 1.2 The school puts into practice the cyclical school self-evaluation (SSE) process, viz. planning, implementation and evaluation, with the management leading the team in regular meetings to review the curriculum and the progress of various development plans. When discussing the annual plan, the team is able to draw up appropriate major concerns considering the existing foundation and opportunities of the school. In line with the school's objectives, the school places great emphasis on the moral development of children and sets fostering children's positive values as the major concern of the school year. The school has devised clear task objectives in response to the needs of the children and is able to deploy strategies from a variety of perspectives, including teachers' participation in professional training and organisation of relevant parent talks. The strategies are well deployed.

- 1.3 The school cares for children's diversity. It has a clear identification and referral mechanism, and makes good use of external resources to enable children in need to receive relevant services as soon as possible. The school supports the newly admitted children by arranging school visits and school activities for parents and children before the school year starts, and arranging progressive school hours at the beginning of the school year. The teachers observe the newly admitted children and work closely with parents to help the children integrate into school life as early as possible. The school attaches great importance to home-school communication and maintains close contact with parents through daily drop-off and pick-up, telephone calls and parent-teacher meetings. The school also strives to support non-Chinese speaking (NCS) children and their families by arranging group activities to encourage children to communicate in Chinese, and providing NCS parents with English language circulars and activity guides to keep them abreast of school information. The parent teacher association has been established for many years and is a good partner for the development of the school. It works with the school to plan major events every year and has a solid foundation for home-school cooperation. In recent years, the school has recruited parents as volunteers to assist in the implementation of school activities and arranged for parents to observe classes so that they can have a better understanding of the children's learning. Gearing to its development, the school has organised a wide range of parent activities to enhance their positive parenting skills and understanding of emotion management, with a view to fostering positive attitudes and healthy development of children.

2. Learning and Teaching

- 2.1 The school adopts the curriculum outlines and learning materials developed by the school sponsoring body and adapts them to the school's situation to formulate a thematic integrated curriculum. The curriculum covers all learning areas, with daily whole-class, small group and individual learning modes. Learning activities are developed for children to cater for the development of their attitudes, skills and knowledge. The school has a balanced daily schedule of music, physical and aesthetic activities and free choice activities for the children. In line with the learning themes, the teachers make good use of community resources to organise outdoor visits and experiential activities to broaden the

children's knowledge and life experience.

- 2.2 The school has put in place a curriculum co-ordination and monitoring mechanism. Through reviewing curriculum documents, attending curriculum meetings and lesson observations, the management understands the implementation of the curriculum and provides timely guidance to enhance the effectiveness of learning and teaching. The teachers plan the teaching objectives and content of the themes through lesson planning meetings, and set up the learning activities and environment. Teachers at all levels take turns to prepare lesson plans and submit them to the management to review. Teachers conduct daily teaching reflections to review the design and implementation of activities considering children's performance, identify areas of effectiveness and room for improvement, and make feasible suggestions for improvement. They discuss and feedback on the curriculum in curriculum meetings to promote continuous improvement in learning and teaching.
- 2.3 The school adopts the child assessment items and criteria developed in conjunction with the schools under the sponsoring body, to assess children's performance through continuous observation and record-keeping. The school has created learning portfolios for the children which contains information on the children's assessments to keep parents informed of their children's development. The teachers use the child assessment data to understand and support the learning of individual children and to inform the curriculum. At the end of the term, the school produces a "term report" to parents summarising the child's performance in terms of grades. However, such practice does not accurately reflect the child's development and must be abolished.
- 2.4 The school campus is clean and well-stocked with learning resources. Teachers have set up different learning corners in the lobby and classrooms, where teaching aids, toys and materials are arranged in an orderly manner so that children can participate in activities of their choice during free choice activity sessions. The school arranges physical activities for K2 and K3 children in outdoor areas or classrooms. Nevertheless, the classrooms do not provide enough space for children to stretch and move around, and also restrict the teachers in arranging activities. The teachers can only design simple movement training and the children's waiting time is quite long, resulting in insufficient amount of exercise for the children. The school must re-examine and improve the venue arrangement of the related activities to ensure that children have

sufficient opportunities for physical activities every day to promote their physical development.

- 2.5 The school attaches great importance to children's reading and has placed a large number of different kinds of books in the lobby and classrooms for children to read. A "good book recommendation" area is set up in each class to display books recommended by teachers and children to enhance the reading ethos of the school. A "book floating area" has also been set up to cultivate the concept of environmental protection and cherishing books. Observation shows that children enjoy reading quietly or with their peers during free choice activities or after refreshments. The school encourages parents and children to read together at home through its reading programme and encourages children to complete reading records after reading books. The reading programme is supported by parents and is effective for children to read more books. The school has also invited K3 children and their parents to come up with a story together and produce a book of the story with illustrations and simple text. The story and illustrations are vivid and interesting, attracting children to read and effectively promoting reading.
- 2.6 The major concern of the school in this school year is to cultivate children's values of gratitude, appreciation, positivity and optimism. Teachers design a number of learning activities, including making thank-you cards for those who serve the community, designing signs to show appreciation and care for public facilities, and conceptualising facilities for children's playgrounds, to enable children to learn about the history, life and environment of the community and develop a sense of belonging in the community. Children use a daily emotion chart to express their emotions so that teachers can be aware of their negative emotions, handle their emotions in time and help them think of ways to solve problems. Teachers use positive language to teach children to follow the rules, and appreciate their good behaviour. Teachers also encourage children using pictures and text to share with their peers on what they can do and to learn from each other. The children get on well with their peers, take the initiative to greet and talk to others, and show positive behaviour by taking the initiative to help their peers. The results of the plan are already being seen.
- 2.7 Teachers make use of a variety of teaching materials such as self-made models, storybooks and multimedia to stimulate children's interest in learning. Teachers explain clearly, asks questions to guide children think and gives them enough

time to share their experiences, feelings and opinions. They add playful elements to the activities to increase children's motivation to learn, and create situations that encourage children to guess and explore more. The children are engaged in learning, and speak and answer questions from the teachers eagerly. They are familiar with the free choice activity routine, choosing activities according to their own interests and showing concentration and enjoyment. While teachers observe children's learning and provide timely assistance during free choice activities, their role of participant and inspirer could be enhanced to facilitate children's learning through free exploration.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has been able to put the SSE rationale into practice in its daily work by formulating major concerns that match the school rationale and the developmental needs of children, strategically promoting the professional development of teachers and enhancing the effectiveness of teaching and learning. The management can continue to lead the team to review the effectiveness of the annual plan, to work together in a collaborative spirit to explore the next stage of development, and to facilitate the continuous improvement of the school through timely revision of strategies.
- 3.2 The school must review its child assessment policy and abolish the practice of using grade levels to present children's learning performance. The school must also improve the venue arrangement of physical activities to ensure that the children have sufficient amount of daily exercise for promoting their physical development.