

School No.: 325864

Quality Review Report (Translated Version)

Creative Kindergarten (Sceneway Garden)

Level 45. 35 Sceneway Gardens, Lam Tin, Kowloon

4, 5, 6 & 10 January 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: 4, 5, 6 & 10 January 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 maintains close liaison with the affiliated kindergartens of the sponsoring body. In this school year, the sponsoring body has set up different cross-school functional groups under the domains of curriculum development, parent education and school administration. The management and teachers of the school take part in these functional groups to share their experience and achievements with peer schools, and draw on what they have gained from the exchange to inform the school's implementation of the relevant work. The management possesses professional expertise and is willing to listen to teachers' views. Apart from allocating duties based on teachers' abilities and interests to encourage them to unleash their full potential, the management also caters for the needs of the newly recruited teachers by assigning experienced teachers to assist them in teaching duties, helping them adapt to the school culture and meet the teaching requirements in the shortest possible time. The school has referred to the recommendations of the previous Quality Review (QR) to plan training activities according to the school's development needs and teachers' teaching needs which is conducive to the enhancement of professional competence of teachers. The teaching team members work in harmony and they cooperate with and support one another to promote the development of the school.
- 1.2 The school understands its development needs through self-evaluation and formulates major concerns that are in line with the school context. In the previous school year, one of its major tasks was to refine art activities to enhance children's creativity and their enjoyment of creating. The management led the team to carry out the task pragmatically. They reviewed the curriculum content, activity designs and children's performance earnestly and improved teaching in a step-by-step manner. Some good results have been achieved. In view of the needs of parents and children, the school also regarded strengthening life education as another major concern in last school year. It focused on devising the implementation strategies of parent education courses and parent-child activities to help parents understand and

put into practice the rationale and methods of parenting. To keep pace with the development trends of education, the school sets positive behavioural management and learning through play as its development foci this school year. It aims at cultivating positive values and attitudes in children as well as developing their capability for free exploration. The school makes good use of external resources to actively arrange professional support programmes for teachers. Teachers are trying to apply what they have learnt during lessons. The effectiveness of work is yet to be seen.

- 1.3 The school provides appropriate support for the diverse needs of children. Teachers care about children's performance and development. They are willing to attend professional training to improve their skills in catering for children with special needs and non-Chinese speaking children during lessons. Teachers also maintain communication and cooperation with professionals to aptly identify children's needs and make referrals so that children can receive proper guidance and support. In addition, the school organises activities suitable for children who are newly admitted or about to be promoted to primary one and their parents so as to help children integrate into school as soon as possible and cope with change. Parents trust and support the school. They communicate with the school well and the parent-teacher association also assists in collecting the views of parents. The school understands parents' needs and plans corresponding parent education activities. It takes timely follow-up action on parents' opinions like adjusting the arrangement of parent-child activities. In this school year, the school further promotes home-school operation by inviting parents to be volunteers in school activities as needed. It encourages parents to give full play to their competence in parenting, get involved in and understand children's learning process and build a strong parent-child relationship, thereby facilitating children's healthy growth and effective learning.

2. Learning and Teaching

- 2.1 On the basis of the curriculum outline and learning materials provided by the sponsoring body, the school adapts and designs the curriculum content according to its needs. The curriculum covers all learning areas and is implemented in a thematic approach, of which the themes are related to children's life experiences. Teachers enable children to understand and grasp the thematic learning content through stories and games. They also arrange relevant visits or on-site seminars to enrich

children's learning experience. The school has followed up on the recommendations of the previous QR to plan a project session in the curriculum such that teachers and children have sufficient time to carry out project learning on the topics that they set together, hence extending children's interest in learning. Besides, the school puts effort into increasing parents' opportunities to engage in children's learning. It sets up a parent-child reading scheme, encourages parents to read with children, and invites parents to make reference to the elements of the moral scheme to observe their children's behaviour at home. By doing so, the school joins hands with parents to cultivate children's interest in reading and help them build good living habits. There are music, physical and art activity sessions in the school's daily schedule, and children are given ample time to attend different free choice activities. The overall arrangement is appropriate, which is conducive to children's balanced development.

- 2.2 The school has been refining the assessment policy of child learning experiences to adopt a streamlined assessment mechanism. The assessment items are in accordance with the thematic learning content and reflect children's performance in various learning areas effectively. The school develops learning portfolios for children to maintain records of teachers' observations, children's performance in activities and school term summaries, while children's artworks are included in their artwork collection albums. The above assessment information systematically retains and records children's progress in learning and growth. In recent years, the school has adapted the homework and reduced the amount of copying. However, some of the homework for K3 children is still difficult. The school must review and remove the inappropriate homework content to meet children's developmental needs and abilities.
- 2.3 The management leads teachers to plan the curriculum and grasps the situation of the curriculum implementation and teaching effectively through conducting classroom walkthroughs or co-teaching and attending lesson planning and review meetings. Teachers of each grade level discuss together the teaching goals and activity designs for every learning theme. They also make reference to the curriculum review information of last school year to refine teaching arrangements. Teachers reflect on their teaching daily; and upon completion of a theme, they conduct evaluation collaboratively. On the whole, teachers are able to evaluate the teaching effectiveness against learning objectives and children's performance. They manage to focus on the inadequacies to make concrete suggestions as well, hence informing

curriculum design and teaching strategies for continuous improvement in learning and teaching.

- 2.4 The school regarded enhancing children's creativity and their enjoyment of creating as the major concern in the previous school year. Teachers with relevant professional expertise led the team to review and adapt the content and arrangements of the art activities for each grade level, including streamlining the complicated production process of some of the artworks, increasing opportunities for children to unleash their creativity, and incorporating different skills for artistic creation. The refined art activities have been carried out progressively in this school year. Every piece of artwork is provided with clear teaching procedures and key learning points for teachers to master the relevant teaching skills and arrangements. The management explains and demonstrates the process of creation in grade-level meetings. It offers in-class assistance or observes the implementation of the activities while reviewing with teachers the work effectiveness after the activities based on the activity arrangements and children's performance. As observed, the designs of art activities are in consonance with children's abilities and needs. After learning simple art skills from teachers' demonstration, children choose the materials and colours of their own accord and use their imagination and creativity to create different types of work.
- 2.5 In response to this school year's major concern, teachers are receiving external professional support to enhance their skills in designing and leading play. They try to enrich the elements of exploration in the design of physical activities, and provide varied equipment and materials for children as well as relaxing the activity restrictions so as to promote children's active exploration and facilitate them to learn through play. In the physical activity sessions, children are free to join different activities like doing balancing exercise, playing with climbing frames and slides, etc. Some children explore with peers the playing methods of different equipment, such as constructing a cottage from foam play mats, using hula hoops or cones to design jumping or throwing games. Teachers review with children after the activities. Apart from letting children express their feelings, some teachers also guide them to share their discoveries and problems encountered during the activities, thereby helping children reflect on their performance and consolidate the knowledge and skills acquired. The school is advised to arrange focused peer lesson observation to facilitate teachers' implementation and exchange of the related teaching strategies to further enhance the work effectiveness.

- 2.6 Teachers set up the school environment thoughtfully. They decorate each classroom with different characters and scenes from the fairy tales to create a relaxed learning atmosphere for children. Children's artworks such as Chinese ink wash paintings of chrysanthemums and collages for bedrooms are displayed on the walls of the corridors. Teachers also make use of the big paintings created collaboratively by children as wall coverings. Such practices enable children to appreciate one another, building self-confidence and a sense of belonging to the school. A number of interest corners are set up in the school hall with sufficient activity space. Teachers meticulously plan the interest corners. For example, they set up the corners as hot pot restaurants and snow sports venues in winter. Diversified materials and tools of different levels are also provided for children to play simulated games. During the free choice activity sessions, children in general can carry out various activities according to their own plans. The art corner is one of the most popular interest corners for children. They love to use a wide range of materials and tools to make crafts and paint, showing their interest in art creation. Teachers intervene or participate in children's play aptly. They render help to children and encourage them to express their ideas, or inspire them to further observe and think. Children have good self-care abilities as they tidy up the place and put things back into order collaboratively after the activities.
- 2.7 Children are vibrant and courteous. They take the initiative to greet teachers and peers, and are willing to share with teachers what they have seen and heard. They get along with peers and learn joyfully together. The teacher-child relationship is good. Teachers understand and support children's needs in a timely manner. They often enhance classroom interaction with questions. Children respond enthusiastically and most of them are able to link up their life experiences or acquired knowledge when answering the questions. Some teachers leverage children's responses to stimulate them to discuss and think, thus facilitating interaction and learning among children. When conducting thematic learning activities, teachers mainly employ electronic presentation or videos to assist teaching. They are advised to use real objects more often such that children can learn through hands-on experience and manipulation. Teachers plan different activities that tie in with the learning themes to deepen and extend children's learning. For example, teachers design music activities based on the theme of New Year's Day. They lead children to think of the scenes of fireworks display. Children enjoy performing rhythmic and limb movements. With the beat of music, they imitate the fireworks bursting

in and falling from the sky, which is joyful and fun. Teachers also help children gain an understanding of New Year's Day in the morning assemblies. During the national flag raising ceremony and when the national anthem is played and sung, children stand solemnly facing the national flag. They are attentive and follow the relevant etiquette.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 In view of the school context and the development trends of kindergarten education, the school formulates major concerns that meet its needs. To further enhance the work effectiveness, the school is required to consider different aspects and deploy comprehensive strategies when setting forth its development plans, so as to carry out the work in a holistic manner. It should also aptly review the implementation to adjust the strategies or improve the arrangements.
- 3.2 The school utilises external resources to equip teachers to promote curriculum development. The management is recommended to organise peer lesson observations that correspond to the relevant major tasks and strengthen teachers' professional exchange to elevate the effectiveness of learning and teaching. In addition, the management must lead teachers to review the homework content of K3 and remove the inappropriate parts to meet the developmental and learning needs of children.