

**School No.: 560090**

# **Quality Review Report (Translated Version)**

**Creative Kindergarten (Sham Wan Towers)**

**1/F, Kindergarten Building of Cheerful Garden,  
23 Siu Sai Wan Road, Hong Kong**

**9, 10 & 12 April 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2020)**

*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: 9, 10 & 12 April 2019**

- 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 management has rich experience in administration, it allocates duties to the team aptly based on their abilities and the school's developmental needs. Staff discharge their duties properly to ensure smooth operation of daily matters. In meeting the education rationale of the sponsoring body and the school's development plan, the management plans training activities to enhance teachers' professional capacity. The school deploys experienced teachers to support the new recruits in order to help them grasp the teaching requirements. It also implements peer lesson observation to encourage teachers to exchange their teaching experience, thereby establishing a learning community in a gradual manner.
- 1.2 The school has followed up the recommendations of the previous Quality Review to improve the arrangement of physical activities. Teachers make good use of the space to design appropriate physical games for children to help them build up strong physique. The school has established the school self-evaluation (SSE) mechanism. The management leads teachers to apply the SSE rationale in daily work by making reference to information such as children's observation records, stakeholders' surveys and activity reviews to analyse the work effectiveness, so as to formulate an appropriate development plan. The school has been striving to strengthen the elements of science exploration in the curriculum, and set it as the major concern last school year. The school has reinforced teacher training and enriched the learning content in the learning area of Nature and Living. In addition, the school has set up an exploratory corner in the lobby to increase children's opportunities to experience interesting natural and science phenomena. The school arranges lesson observation for parents to understand their children's learning performance during exploratory activities. It also collects parents' views on the development plan as reference for improvement. The school reviews the effectiveness of its work strategies in a timely manner and takes suitable follow-up actions, which is conducive to achieving the expected results.
- 1.3 The school puts strong emphasis on communication with parents, with a view to

helping them understand children's learning and the characteristics of the school curriculum. It also arranges education seminars for parents to improve their parenting skills. The parent-teacher association has been established for years, it serves the bridging role for home-school communication. Building on the mutual trust among the school and parents, the school has set strengthening home-school cooperation as its major concern this school year to enhance teachers' skills in communicating with parents. It has also set up a parent volunteer team to encourage parents to participate actively in diversified parent-child activities. The plan is supported by the parents. The school and parents join hands to help children grow up healthily and joyfully.

- 1.4 The school caters for children's diverse needs. It has developed a mechanism to identify and refer children with special needs. It collaborates with external professionals to bring in appropriate care for children by providing them with on-site support services. The school provides notices and child assessment information in English for non-Chinese speaking (NCS) parents to inform them of the arrangement of school activities and their children's performance, which is beneficial to them for following up children's learning.

## **2. Learning and Teaching**

- 2.1 The school designs an integrated curriculum by making reference to the curriculum outline of the sponsoring body. The curriculum covers different learning areas, helping children acquire knowledge, cultivate attitudes and develop skills. The school places emphasis on moral education, and devises relevant activities under each theme to guide children to learn to help others, care for animals, etc. It also implements a reward scheme for children to develop good behaviour under the encouragement of teachers and parents. The school puts effort to arouse children's interest in reading. Teachers often tell stories to children, and have set up a reading corner in the classroom to make reading more accessible to children during free choice time and intervals between activities. In addition, the school launches the parent-child reading programme and parent storyteller activities. It well utilises parent resources to make reading and listening to stories more amusing for children. The school flexibly arranges children to engage in whole-class, group and individual learning activities depending on the nature of activities. The daily schedule is generally balanced, however, K3 children are not arranged to take part in music and free choice activities daily during the programme period preparing them for transition

to primary education. The school must review the schedule arrangement during that period to promote children's whole-person development.

- 2.2 The school observes children continuously and assesses their performance in different learning areas. The assessment content is designed with reference to the curriculum objectives. The school develops learning portfolios for children to keep their assessment information properly as evidence of their growth. Teachers share children's performance in thematic activities with parents in the student handbooks. Teachers also meet with parents every school term to let parents know children's learning promptly. The school invites parents to observe their children's behaviour at home to help teachers understand children's living habits from multiple perspectives. The school summarises children's development in good time, however, children's progress in different stages is indicated by letter grades, which is not able to reflect their development concretely. This practice would also easily result in comparison among children. The school makes reference to children's assessment information to inform curriculum planning, yet it must revise the mechanism and tools of summative assessment so as to help parents understand their children's development pace and provide them with suitable support.
- 2.3 The management of the affiliated kindergartens under the sponsoring body forms into a curriculum group to coordinate curriculum planning, while each school may adjust the curriculum content according to its school-based needs. The school management understands the implementation of the curriculum through observing lessons and scrutinising curriculum documents. It also watches lesson video clips with teachers this school year to review the effectiveness of the environment set-up and teaching arrangement. Teachers share their teaching experience and make suggestions on improving the teaching environment which can foster their professional exchange. In addition, the school has adjusted the methods of conducting teaching reviews this school year. Teachers identify the observation focus according to children's development and needs in different ages, and share the findings on children's performance weekly. However, the focus stresses particular learning areas that can hardly help teachers evaluate the overall teaching effectiveness. The school may keep revising the means of conducting teaching evaluation, with a view to improving the curriculum design and enhancing teachers' teaching skills through conducting daily observation of children and teaching reflections.
- 2.4 Last school year, the school regarded enhancing children's interest in exploratory

science activities as the major concern. Teachers has enriched the content in the learning area of Nature and Living and designed relevant activities based on the learning themes. They clearly explain to children the aims and methods of the exploratory activities, so that children can discover natural science phenomena in daily life through observation, discussion and experiment. Children are interested in the activities, they cooperate with peers to complete simple experiments. Teachers observe children's performance during activities in a careful manner. They intervene and guide children to summarise their learning experience in a timely manner. The school has also set up an exploratory corner in the lobby where toys and unwanted domestic materials are provided for children's problem-solving play, free constructive play and art creation activities. Children take the initiative to use the materials to design mazes and slideways as well as observing the rolling of balls. They also explore the characteristics of different materials during constructive play, demonstrating their curiosity and exploratory spirit.

- 2.5 The school makes good use of the lobby to set up a theme-related imaginative play corner where real-life contexts are created for children to conduct diversified role-play activities. Teachers design cards according to the learning content of each grade level, giving children instructions to complete learning tasks about mathematical concepts and language during free choice activities. However, the content of some cards is too difficult which does not meet children's abilities. Teachers need to revise the content of the cards in good time, and develop a better understanding of children's learning abilities, thereby providing suitable guidance to cater for children's diversity. The school places different plants in front of the main entrance. Children observe the growth of the plants and assist in watering them. Children are exposed to more plants and they learn to cherish the natural environment.
- 2.6 Teachers are well-prepared for their teaching. They use real objects, pictures and videos as teaching aids, meanwhile enhancing children's learning motivation through storytelling. Teachers guide children to complete their artworks meticulously. Teachers are advised to relax the rules of art activities so that children can use different materials to create freely according to their own preferences to unleash their creativity. Teachers care about children. They adjust homework in consideration of children's learning performance, helping children develop their writing ability progressively. In addition, teachers pay attention to NCS children's learning. They encourage NCS children to talk to and share their ideas with peers in Cantonese, aiming to arouse their interest in Chinese learning and help them build up confidence

in communicating with others. Children enjoy expressing their views and taking part in activities. They possess good self-care abilities that they pack the tableware after meals to keep the environment clean and tidy. Children follow activity routines that they listen to teachers' instructions to form into groups for activities, take turns to speak, and queue up to go to different activity venues.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school has formulated the development plan in accordance with its context through SSE. It actively promotes the work related to parents and improves the quality of learning and teaching. The management is recommended to lead teachers to explore means of teaching evaluation, so as to review and revise the teaching design comprehensively. Teachers may also relax the rules of art activities to help children develop creativity, meanwhile demonstrating the role of inspirers during play activities to cater for children's diversity and stimulate their thinking.
- 3.2 The school arranges experiential activities for K3 children to help them better prepare for primary school life. In the transition programme for K3 children, the school ought to arrange sufficient music and free choice activities to facilitate their balanced development.