

School No.: 158852

Quality Review Report (Translated Version)

Creative Kindergarten (Tuen Mun Branch)

**G/F, Phase 2, Tai Hing Gardens, 5A Ho Hing Circuit, Tuen Mun,
New Territories (including Child Care Centre)**

11, 13 & 17 June 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 11, 13 & 17 June 2024

☒ **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 organisation to share experiences in administrative management, financial affairs and teacher training through regular meetings, which is conducive to promoting its development. In recent years, the school has been setting up different functional groups with a well-defined organisation structure, allowing teachers to assist in coordinating school activities based on their expertise and interests, giving them the opportunity to work in different domains. Various codes of practice are in place for staff members to understand their responsibilities. They discharge their duties properly and work together to promote the school's development.
- 1.2 The school maintains positive attitude towards school self-evaluation (SSE). The management leads the team to examine the implementation of various tasks regularly and set the development direction for the following school year according to the SSE findings and the school-based needs. In the last school year, the school regarded nurturing positive values in children as its major concern. Through diversified activities and home-school cooperation, the work plan was implemented in an orderly manner. In this school year, the school expects to foster children's exploratory spirit through teacher training, environment setup improvement and so forth. Such strategies are appropriate. Furthermore, the school plans to work on the aspects of curriculum planning and activity arrangements to deepen children's understanding of Chinese culture, thereby helping children build a sense of national identity.
- 1.3 The school accepts and cares about children. It identifies children in need and makes referrals while keeping contact with professionals and parents to help children's learning with concerted efforts. To cater to newly admitted children, the school provides support and information to their parents prior to child admission so that they can know more about the school. Adaptation activities for newcomers are organised in tandem, and parents are allowed to accompany their child in lessons during the adaptation week. Children therefore gradually develop a sense of

security. The school maintains good communication with the primary schools in the same district and understands the teaching modes of one another through exchange meetings. K3 children participate in experiential activities at primary schools to prepare for promoting to primary one psychologically. The school conducts seminars and workshops according to parents' needs to strengthen their understanding of the school curriculum and parenting. Parents recognise and support the school's development. They participate in the work of the parent-teacher association, express their views on school affairs and serve as volunteers to assist in school activities. Home and school join forces to foster children's healthy growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to design an integrated curriculum with themes. The curriculum content covers all learning areas, addressing the cultivation of values and attitudes in children as well as their acquisition of skills and knowledge. The school organises visits, festive events, snack tastings and other activities to tie in with the themes, enriching children's knowledge and learning experiences. Children are given opportunities to participate in music, physical, art and free choice activities every day. Nevertheless, the school arranges for K3 children to have lessons by subjects during primary one adaptation activities. The daily schedule of that time is slightly imbalanced and must be revised. With respect to homework, there is quite an amount of mechanical copying in the language homework for K2 and K3 children. The school is required to review and improve the homework design to meet children's developmental needs.
- 2.2 The school assesses children through continuous observation. Teachers consolidate observation records, children's works and assessment forms to provide parents with face-to-face updates on the holistic development of children every school term, keeping parents informed of their children's growth. Yet, some items in the child development reports are not specific enough to assess children's performance accurately. Some of the assessment criteria show that the school expect similar performance across different grade levels, which does not align with children's developmental progress. The school must make revisions and devise explicit assessment items and criteria based on the development and learning of children in different ages to accurately reflect children's performance. The school should also

lead the team in collating and analysing the assessment information to review the effectiveness of learning and teaching, hence enhancing the efficacy of using assessment results to inform the curriculum.

- 2.3 The school has a curriculum management mechanism. The management keeps track of and monitors the curriculum implementation by attending meetings, scrutinising teaching documents and providing in-class support. Teachers of each grade level carry out collaborative lesson planning before a theme starts. They discuss the learning activities and the setting of interest corners, and then share the work of preparing teaching plans. Teachers conduct regular reflections and some of them can review the effectiveness of the activities against children's performance but yet not able to make effective suggestions for improvement. The management is required to improve the reflection skills of the team and lead teachers to align with the learning objectives and children's performance to reflect and deliver corresponding improvement strategies from multiple perspectives, including reviewing the environment setup and teaching tactics, to enhance the effectiveness of learning and teaching.
- 2.4 In the last school year, the school regarded nurturing children's positive values as its major concern. Teachers shared stories to guide children to care about people and things around them. Teachers also designed different experiential activities to encourage children to practise good deeds with their family members and help those in need in society, facilitating children to develop positive values like caring and being grateful. Additionally, the school considers deepening children's understanding of Chinese culture as its priority task for this school year. Teachers arrange festive activities for children and make use of role-play, nursery rhymes and other means to help children learn about the custom and meaning of traditional Chinese festivals, understand and appreciate traditional Chinese virtues such as respecting ancestors and being filial towards the elders, thereby enhancing children's understanding and interest in traditional culture.
- 2.5 Another major concern of the school in this school year is fostering children's exploratory spirit. The work objectives include providing teacher training to enhance teachers' skills in designing exploratory activities. Teachers try to set up different exploratory games in classrooms to arouse children's interest in exploring through observation and manipulation. However, some learning content is rather difficult and does not suit children's abilities. For example, children is asked to understand the principle of ice melting. They have to follow prescribed steps to

complete some activities, which hinders the development of their active attitude toward exploration. Teachers are advised to improve the activity design by selecting suitable content and using different strategies according to children's abilities and interests to ignite children's curiosity about learning and inspire their exploratory spirit.

- 2.6 The school makes good use of the campus space to plan the environment setup. It has sufficient teaching resources to support the curriculum implementation. Teachers use the space in classrooms and the lobby prudently to design corner activities that are in line with the learning themes and manipulative. Corner materials are neatly placed and plentiful, enabling children to learn, construct knowledge and unleash creativity through interactions with the environment. Reading zones are set up in the lobby and classrooms, offering different reading materials and providing a comfortable space for attracting children to visit and read. Children take the initiative to share the stories with their peers while teachers read with them during free choice activity sessions, fostering their interest in reading effectively.
- 2.7 Teachers care for children. They are kind and amiable and give appropriate compliments to children, building a good relationship with children. Teachers provide individual guidance during activities to cater for children's different needs. Their classroom management skills are good as classroom routines are built and implemented effectively, and children enter activity venues in an orderly manner. Teachers facilitate teaching with teaching aids and the learning content is connected to children's lives. They also ask questions to help children share their thoughts. Teachers design music activity scenarios to guide children's imagination. Children express their feelings and unleash their creativity in these scenarios. During physical activity sessions, teachers organise simple competitive and physical games while allowing children to choose from the play facilities of the venue to carry out activities. Nevertheless, some facilities like Lego walls and fine motor toys on the walls are ineffective in fostering children's gross motor development. Teachers must review the suitability of such facilities and equipment, and improve the activity design to help children get a healthy body.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has an SSE mechanism by which the team practises the SSE rationale in

reviewing the effectiveness of teaching and different activities. However, the management is required to lead the team in setting more specific success criteria given the work objectives to evaluate the effectiveness of the work plans more accurately. They should also use the gathered evidence and analyse the information to inform the work plans, hence promoting the school's continuous development. The school is required to understand the abilities and needs of the teaching team to assign duties and plan training activities appropriately, fostering teachers' professional growth.

- 3.2 The management must strengthen its curriculum leadership to steer teachers to refine the design of child assessments, including utilising the child assessment information to inform the curriculum, and evaluating the effectiveness of learning and teaching according to the learning objectives while making corresponding suggestions for improvement. Besides, it is necessary for the school to reduce the amount of repeated copying in homework and revise the daily schedule of the primary one adaptation activities for K3 children to meet children's abilities and needs. Moreover, the school is required to review the design of the physical activities for children to have an adequate amount of exercise, thus increasing the effectiveness of the activities.
- 3.3 The school could encourage teachers to take part in professional training to enhance their expertise and skills in catering for children's diverse needs. It may establish a casefile record system to serve as a reference for following up and referring future cases, thereby strengthening the care for children in need.