

School No.: 534226

Quality Review Report (Translated Version)

Creative Kindergarten (Tsing Yi)

**Carpark Level 1& Podium Entrance Hall,
Mount Haven, 3 Liu To Road, Tsing Yi, New Territories**

7 January, 30, 31 May & 2 June 2022

**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: 7 January, 30, 31 May & 2 June 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 school keeps close liaison with the sponsoring body and other affiliated schools. It reports school affairs and shares information through regular meetings, and co-organises joint-school training activities, which are conducive for the school to handling administrative matters properly and promoting teachers' professional development. The management keeps communication with teachers. It takes teachers' preferences, abilities and experience into consideration when allocating duties as well as providing guidance and training according to teachers' needs to support their teaching work. A clear appraisal mechanism has been established to help teachers understand their own strengths and developmental needs with a view to encouraging them to make improvement continuously. With a positive attitude, the team is willing to learn and respond to the new trend of education, facilitating the development of the school.
- 1.2 The school reviews the work effectiveness through school self-evaluation (SSE). The management is responsible for collecting views of teachers, concluding the work for the whole year, and formulating the focuses of development for the coming year. In recent years, the school has regarded building up the team spirit, strengthening the element of free exploration in play and cultivating children's positive values as its major concerns. It organises teacher training, sharing sessions on teaching, parent talks and so forth with the aim of enhancing the effectiveness of learning through play for children and strengthening stakeholders' understanding of relevant rationales. The plan is implemented as scheduled.
- 1.3 The school puts in place a mechanism to identify and refer children with special needs. It also cooperates with external professionals to provide a caring and inclusive learning environment for children. The school organises adaptation activities for newly-admitted students and supports children who will be promoted to primary one. The school maintains close liaison with primary schools in the district and organises seminars to provide information for parents, helping them accompany their children to go through the transition period. Using a variety of channels such

as daily conversation, phone calls, handbook, etc., the school keeps close communication with parents. It is willing to listen to parents and follow up on their opinions. The school caters for the needs of non-Chinese speaking parents by providing translated version of school circulars to ensure that they receive the school news in a timely manner. Parent-teacher association is also established in which parent representatives and the school co-organise different activities such as festival celebrations and sharing sessions by alumni's parents. In the meantime, the school recruits parent volunteers to assist the school in implementing activities. The school builds partnership with parents to nurture children's growth together.

2. Learning and Teaching

- 2.1 The school curriculum is formulated by the working group on curriculum progress of the sponsoring body, which is comprehensive, covering children's development in the domains of ethics, intellect, physique, social skills and aesthetics. The school connects the learning content using themes. It designs different activities for children to acquire skills and knowledge, as well as nurturing positive values. The school leverages its advantages in environment by making good use of the premises to build a small garden, and keep tortoises and fish. Under the guidance of teachers, children take turns to water the plants, observe the animals closely and feed them, with a view to cultivating in children the attitudes of appreciating, respecting and treasuring the nature as well as enriching their learning experiences.
- 2.2 The school has adjusted the learning content, arrangement of homework and daily schedule in recent years. Currently, the overall amount of homework for K2 and K3 classes is rather excessive while some learning content and homework in language for K3 classes are too difficult. For example, children are required to spell English vocabularies, complete Chinese reading comprehension and make sentences, which are not in line with children's abilities and learning needs. Moreover, the design of booklet of parent-child reading tends to put emphasis on learning of vocabularies and sentences, which is unfavourable to cultivating children's reading interest. The school must remove those learning content and homework that are considered too excessive and too difficult as soon as possible in an effort to avoid putting unnecessary pressure on children. Children have time to take part in physical, music and art activities every day, yet free choice activities are not arranged every day. The school must review and improve the arrangement of daily schedule to ensure that children have adequate time to engage in free choice activities so that

they can choose play and activities freely, nurturing their interests and abilities of active learning. Besides, the school must also ensure that a balanced schedule is attained during the kindergarten-primary transition activity period.

- 2.3 Teachers develop learning portfolios for children. Through continuous observation, they assess children's growth in different areas and use the information such as thematic assessment, observation record, and summative assessment as evidence of children's development. Teachers report the assessment results to parents regularly. They invite parents to share their children's performance at home and provide assistance when necessary, guiding children with concerted efforts. Nevertheless, the school presents the results of summative assessment by calculating the average value of the thematic assessment data and the descriptions of the development items in the report are too general, hence failing to reflect children's development at different stages in specific terms. The management is advised to lead teachers to review and rectify the approach of conducting summative assessment as well as collating and analysing assessment information in a proper manner. As such, the school can understand and record children's development more clearly, thereby informing curriculum and teaching as well as facilitating children's learning.
- 2.4 The school has set up a curriculum coordination, monitoring and review mechanism. Through scrutinising documents, attending meetings and conducting class walkthroughs, the management understands teachers' teaching and gives them advice. The teaching plans are clear in general which is conducive for teachers to carry out activities in an orderly manner. Teachers review the effectiveness of activities, record whether children can attain the learning objectives, and propose follow-up suggestions. However, they seldom take the initiative to analyse the factors affecting children's learning. It is necessary for teachers to pay close attention to children's performance and make reflection on the teaching arrangement to see if it can facilitate children's learning, thereby adjusting the teaching strategies flexibly and enhancing professional standard in an ongoing manner.
- 2.5 The school has set strengthening the element of free exploration in play as its major concern for two consecutive years. In the last school year, the school participated in an external support programme and conducted trial runs in the physical activities of some classes. Teachers added more diversified materials for children to use on their own during play and reviewed the experiences with them upon completion. In this school year, the school extends the programme by conducting physical free play for the whole school once a week. As observed, children are happy and engaged in

the activities. They think of different ways of play using the given materials, unleashing their creativity and imagination. The amount of exercise is also sufficient. Teachers provide suitable materials and observe children's play. Yet, they may perform the roles of participants or inspirers to encourage children to make further attempts. Teachers invite children to share their experiences in activities. They are advised to follow up and extend children's play experiences, share interesting discoveries and consolidate what children have gained from learning based on observation, so as to maximise the benefits for children.

- 2.6 The school makes use of the space in the lobby to set up an arts zone, a constructive zone, a reading zone and a music zone, which are commonly used by classes of different grade levels, for children to choose during free choice activities. The abundant reading resources in the reading zone, alongside with a cosy environment, can encourage children to read quietly. Children manipulate musical instruments in the music zone, draw pictures in the arts zone, and play collage activities freely in the constructive zone. They are provided with sufficient sensory exploration and learning opportunities. The school may consider to make effective use of classrooms to set up theme-related interest corners to extend children's learning interest.
- 2.7 In this school year, the school considers nurturing children's positive values as another major concern. It enhances teachers' understanding of the strategies in positive education through workshops, collaborative lesson planning, moral activities and so forth. The school also continues to implement the long-established award scheme for outstanding children to encourage parents to work with the school to nurture children's good attitudes and build a positive self-image for them. The school has been able to implement moral education in its daily work. In order to further enhance the effectiveness of the major concern, the school is advised to understand children's needs in moral development during the SSE process, thereby focusing the school context to formulate plans for the purpose of facilitating children's development.
- 2.8 Teachers prepare teaching materials according to the teaching objectives and content. For example, they use pictures and real objects to guide children to understand concepts as well as designing simple games to encourage children's participation. However, teachers tend to teach the prescriptive content and fail to adjust the teaching approach in response to children's performance accordingly. During music and art activities, teachers play classical music for children to appreciate, and then lead them

to engage in art and craft activities. Nevertheless, as observed, the music element of the activities is inadequate and children are lack of opportunity to perform rhythmic movement. Moreover, there is only very little association in the learning content of the music and art sessions, so children are not very devoted. Teachers are recommended to design interesting play context to provide more opportunities for children to experience the rhythm and melody with their limbs. They should also improve the arrangement of art and craft session by reducing restrictions of the activity and paying more attention to children's performance, so as to facilitate their creativity and abilities to appreciate things. As for physical activities, teachers' explanation and demonstration are clear and children can acquire the relevant physical skills. Notwithstanding, the waiting time for children is rather long in general. Teachers should make good use of the space and equipment to increase the amount of exercise for children.

2.9 Teachers cater for children's diversity and provide proper care. Non-Chinese speaking children are willing to take part in different kinds of play and try to communicate with others in Chinese. Teachers are patient to accompany those children who are not able to engage in activities. They adopt different approaches to assist them in learning such as guiding children to learn the classroom rules gradually using visual cues. Children enjoy going to school and are emotionally stable. They are willing to follow teachers' instructions. They line up to wait for their turn to participate in activities, show courtesy and take the initiative to greet others. They have good self-care abilities as they are able to wash hands after going to toilet, tidy up their clothes, put back their personal belongings and play materials. Children are quick-witted and have good presentation skills.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school should strengthen the effectiveness of the SSE. The management should lead teachers to assess the work effectiveness objectively using the review information, devise objectives and success criteria of major concerns in light of the school context, and then evaluate whether the plan can achieve the designated objectives according to children's performance. The school has launched a number of new initiatives in teaching in a short period of time and the effectiveness of such activities is yet to be seen. The management should review the development pace of learning and teaching as well as the effectiveness of training. Teachers should be given rooms to apply and deepen what they have gained in training, so as to

facilitate children's learning.

- 3.2 The management should prioritise its work and lead the team to review and improve the homework arrangement, daily schedule, activity design and the method of summative assessment gradually, with a view to enhancing the effectiveness of learning and teaching. It is still necessary for teachers to enhance their reflective abilities. They should review the teaching arrangement in response to children's performance, and adjust the teaching approaches timely, thereby inspiring children effectively and helping them learn actively.