

School No.: 324230

Quality Review Report (Translated Version)

Dominic Savio Kindergarten

**1/F, 3 Hoi Ning Street and
1/F & 2/F, Flat A, B & D, 96 Sai Wan Ho Street, Shau Kei Wan, Hong Kong**

19, 20, 21 & 23 November 2018

**Kindergarten Inspection Section
Education Bureau**

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

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Dates of Quality Review: 19, 20, 21 & 23 November 2018

- 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 leads the school to collaborate with another kindergarten under the same sponsoring body. They organise inter-school teachers' training and conduct lesson observation across schools so as to foster exchange and learning among teachers of the two kindergartens. The management is willing to listen to the views of staff, meanwhile providing them with guidance and support. The management encourages staff to pursue further studies to enhance their professional capacity. The teaching team is steady with members' roles and responsibilities clearly defined. Team members cooperate with one another to promote school development.
- 1.2 The school caters for children's diversity. A mechanism is in place to identify children with special needs and provide them with support or referral services when necessary so that children can receive appropriate care. The school maintains communication with parents. It invites parents to tell stories for children at school. The school also capitalises on parents' expertise, for example, parents are invited to have sharing with children in relation to the learning themes so as to enrich children's learning. The school and the parent-teacher association co-organise parent education activities which enhance parents' understanding of children's developmental needs. The school promotes home-school cooperation in a step by step manner and the results are seen gradually.
- 1.3 The school acts on the recommendations of the previous Quality Review. Safety precautionary measures in the campus are strengthened in providing a safe learning environment for children. Also, the school reduces the amount of homework of copying tasks for K2 and K3 classes. The management steers teachers to discuss the school's development work and formulate annual work plan. Last year the school regarded fostering children's interest in exploratory learning as its major concern. Teachers applied what they had learnt from training and designed manipulative teaching aids collaboratively with a view to enhancing children's

learning. Based on last year's experiences, the school has added learning materials to the interest corners this year to strengthen the environment set-up. The work plan is being implemented in an ongoing manner. A variety of tasks are in progress as planned.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to plan different learning themes. It designs an integrated curriculum which covers different learning areas. In addition, visits and festive celebration activities are arranged for children to gain different learning experience. The school puts emphasis on promoting moral education. By means of storytelling, discussion, incidental instruction, etc., the school cultivates in children positive values and attitudes. The school curriculum is comprehensive. However, the school arranges too many learning themes and the pace of learning for children is fast. As a result, it is not able to plan extended activities according to children's interests to consolidate children's learning and inspire them to develop various abilities. Apart from that, K3 children's homework is considered slightly difficult which does not meet their learning needs. In respect of daily schedules, the school arranges for children different kinds of activities every day to facilitate their balanced development. Although, K3 children are arranged to take part in the primary one simulation activities at the end of the school term, there is insufficient time for free choice, music, physical and art activities daily. To align with children's abilities and learning needs, the school must review the curriculum design, reduce and streamline the learning themes, adjust learning progress, cancel inappropriate homework and arrange a balanced activity schedule.
- 2.2 The school devises children's learning experience assessment content according to the theme-based learning objectives. Children's learning portfolios are also set up to maintain records of the assessment information generated from continuous observation alongside children's work. At the end of the school term, teachers meet parents to inform them about their children's learning progress. The school is advised to summarise different assessment information and consolidate children's performance every school term, and thus fully reflecting the overall performance of children. Meanwhile, the information could inform curriculum planning and facilitate the development of learning and teaching.
- 2.3 The management grasps the implementation of the curriculum by classroom walkthroughs and meetings. It also organises peer lesson observation to foster

teacher exchanges which enable teachers to learn from one another and improve their teaching skills. Teachers of each grade level conduct collaborative lesson planning and discuss the set-up of interest corners. Upon completion of a learning theme, they reflect on the teaching effectiveness according to learning objectives. Teachers make suggestions for improvement in terms of activity rundown, design and application of the teaching aids and so forth. Although teachers are able to list out children's cases that fail to achieve the learning objectives, they do not discuss the causes and make any appropriate follow-up actions. The management must lead teachers to make practicable improvement of the activity design in light of children's abilities, interests and learning needs. The management needs to find out the causes of not achieving the expected learning objectives in some of the cases and sets targeted measures to enhance the teaching effectiveness.

- 2.4 In these two years, the school has taken developing children's interests in exploratory learning as its major concern. The management guides teachers to design games for children to develop concepts on mathematical logic through observation and manipulation. In addition, children discover natural phenomena through sensory play. The school strengthens its environment set-up in this school year. Teachers of each grade level discuss together and design theme-related activities while providing additional learning materials for the interest corners. As observed, children are happy to take part in the corner activities. Yet, the space in the interest corners is cramped and the learning materials are found not diversified. Children mainly play alone. Under the tight schedule, teachers generally fail to guide children to further explore what they have discovered during the learning process. The school should arrange appropriate curriculum content and schedule, as well as provide children with sufficient space in the interest corners. The school should also provide more sensory exploration materials and collaborative games. Through the process of problem-finding, analysis and discussion, prediction and examining evidence, children's interest in exploratory learning can be strengthened.
- 2.5 The school sets grade-level thematic display cabinets in the corridors, showing learning materials related to the learning themes. It is recommended to display more children's work to let them review their learning. By observing the work of peers, children are encouraged to learn from one another. Different learning corners are set up by learning themes in the classrooms. Children read books, select materials for art activities, and engage in simulation activities and role-playing. They have fun during free choice activities. Children follow the rules of the corner

activities. They pack up things after activities to keep the classroom neat and tidy, showing good self-care abilities. Teachers conduct walkthroughs and observe children's performance during activities. They also participate in children's activities and give them encouragement. In concluding sessions, teachers guide children to look back on their activities on that day to consolidate what they have learnt. Teachers may encourage children to present their work or findings to peers during activities, and thus fostering children's willingness to share with others.

2.6 Teachers conduct physical or music activities in the indoor play area or classrooms. They arrange physical skills training according to children's abilities. Music activities such as singing, playing percussion instruments and music appreciation are arranged for children as well. Yet, the school fails to regulate a suitable number of participants by examining the venue space. When children are engaging in activities, sometimes collisions happen due to inadequate space. Occasionally the waiting time is found rather long, resulting in less opportunities for children to participate in the activities. The school should examine the use of the venue and improve the activity arrangement, so that children can have adequate activity space to achieve healthy development both physically and psychologically.

2.7 During the thematic discussion, teachers use pictures and real objects to stimulate children's learning motivation. They explain clearly and logically. During storytelling activities, teachers use facial expressions, voices and gestures to catch children's attention. Yet, teachers tend to play a dominant role in the teaching activities and deliver too much content. Part of the content is not related to children's life experience. As children listen to teachers for a long period of time, they start to lose their concentration and become uninterested in those learning content that is irrelevant to their life experience. Teachers must adjust the learning content by taking into account children's life experience and interests, and design more activities related to real life so that children can apply what they have learnt. This helps motivate children's initiative to participate in activities and thus cultivating in children positive attitudes towards self-directed learning. Teachers should effectively ask questions to guide children to think and encourage them to express their views, with the aim of facilitating children's interpersonal interaction.

2.8 Teachers are kind and friendly. They often praise and encourage children. They also take note of the individual differences among children. To cater for the diversity among children, teachers provide individual guidance and adjust the homework content. Corner activities of different levels of difficulty are also

designed for children to choose suitable activities freely. Teachers encourage children to help one another, with a view to creating an inclusive learning environment. Children learn to respect and accept others, they play and learn together in harmony.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management should strengthen their professional leadership and lead teachers to evaluate the school's performance accurately in each domain of school work, while identifying areas for improvement and planning tasks for facilitating school development. In devising the work plan, the school should consider the task objectives from different perspectives and set practicable implementation strategies. Moreover, the school is advised to make good use of children's performance to review the effectiveness of the work plan, hence promoting the school's sustainable development through the cyclical process of school self-evaluation.
- 3.2 The school should strengthen its curriculum management. It is recommended to arrange appropriate curriculum, reduce learning content, adjust teaching schedule and delete inappropriate homework in accordance with children's interests, abilities and learning needs. Besides, the school is advised to make good use of children's learning assessment information to inform curriculum planning and enhance children's learning efficacy. The school should review the use of the venues so as to provide children with adequate space for activity. Meanwhile, the school should enrich the environment set-up continuously and design more activities related to daily life as well as arrange collaborative games to cultivate in children positive attitudes towards self-directed learning.
- 3.3 A mechanism has been set up by the school to identify children with special needs and provide them with support services. However, the school is advised to collate and compile the related information into files for follow-up actions. In regard to support for teachers, the school should properly allocate teachers' duties and provide more opportunities for them to be involved in planning and coordination work. Through empowerment and accountability, teachers' professional development and their abilities of review and reflection can be strengthened so as to enhance the quality of education and child care services collaboratively.