

School No.: 587869

Quality Review Report (Translated Version)

Gloria Creative Kindergarten

**Shop Nos. 72, 73, 75, 76, 77 & 79, G/F, Union Plaza,
No. 9 Wo Muk Road, Fanling, New Territories**

24, 25 & 27 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: 24, 25 & 27 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 leadership team trusts and supports the school, which is beneficial for the school to implement various work plans. Through joint-school training, the management facilitates the team to observe and exchange experience from one another. In addition to encouraging teachers to pursue further studies, the school actively introduces external resources for enhancing teachers' skills in teaching and child caring in order to boost the professional competence. The school team has been stabilised in recent years. The management allocates tasks according to teachers' abilities and preferences. Members of the team get along well and develop a rapport at work, giving impetus to the development of the school collaboratively.
- 1.2 The management leads all teachers to carry out self-evaluation and devise school development plans after deliberation. The school attaches importance to the moral development of children. It has taken creating a caring atmosphere on campus for cultivating positive values and attitudes in children as its major concerns in the recent two school years. To tie in with the trends in kindergarten curriculum development, the school regards promoting Chinese culture as another major concern in this school year. Through learning activities, teacher training and parent education, the school deploys different tactics to enhance children's understanding of Chinese culture and facilitate children to develop a sense of national identity. The work plans are implemented smoothly with appropriate strategies in place.
- 1.3 There is an awareness of the adaptation of the newly admitted children in the school that parents are allowed to accompany their children in classes at the beginning of a school year to calm children's emotions. Moreover, the school adopts various strategies to assist non-Chinese speaking children in learning and arouse their interest in Chinese learning. The school has established multiple channels to liaise with parents, including parent meetings for introducing the curriculum and the development plan, such that parents are informed of the mission of the school and join hands with the school to facilitate children's growth.

2. Learning and Teaching

- 2.1 With reference to the teaching packages, the school organises a curriculum which covers all learning areas using themes. To enrich children's learning experiences, the school arranges visits and experiential activities. The school puts emphasis on the cultivation of children's positive values, which is taken as the major concern. Through learning activities, award schemes, community services and so forth, the school nurtures children's moral development and guides them to learn to care for people around them. Children practise good behaviour in daily life, building a courteous and caring campus. Teachers invite parents to keep a record of children's performance at home with a view to enhancing the effectiveness of the plans through home-school cooperation. As observed, children treated others with courtesy and cheered for one another in the course of activities, showing that moral cultivation has been effective. To keep pace with the major concern of promoting Chinese culture, relevant content has been incorporated into the curriculum for children to learn about Chinese culture through diversified activities such as writing spring couplets, playing folk toys and tea-drinking. The school considers Chinese culture as a learning theme for children to gain exposure to traditional snacks and folk custom through active participation. The school organises a child flag-guard team and holds the national flag raising ceremony on a regular basis. Children learn the related etiquette and develop a sense of national identity. Promotion of Chinese culture is taken forward smoothly. Regarding daily schedule, children have sufficient time for engaging in music, physical and art activities every day. Free choice activities on Mondays to Thursdays are adequate as well. That said, the school is required to introduce longer free choice activity time on Fridays and give sufficient opportunities for K3 children to take part in free choice activities during the primary one adaptation period in a bid to ensure a balanced daily schedule. The school arranges uniformed group activities for some K3 children during lesson time which hinder their routine activities. Such practice is inappropriate. Furthermore, some homework designs are too difficult and fail to meet the development of children. The school must remove them.
- 2.2 The school has established a mechanism for the assessment of child learning experiences. Teachers devise assessment items based on the curriculum outline and get hold of children's learning through continuous observation. At the end of a unit, teachers report to parents the performance of children. Learning portfolios are

prepared for each child, retaining artworks, thematic assessment forms and an overall development assessment. Teachers meet with parents face-to-face at the end of a school term to let parents know the learning progress of children. With reference to the recommendations of the previous Quality Review, the school has stipulated assessment criteria for the assessment items. However, grades are used to describe children's performance. This arrangement is inappropriate and must be improved. Besides, the school is advised to analyse children's overall performance with the use of assessment information so as to serve as a reference for curriculum evaluation.

- 2.3 The management plans the curriculum and leads all teachers to roll out the curriculum and conduct reviews thereof. Through daily classroom walkthroughs, scrutiny of teaching plans of all grade levels, minutes and reflection of teachers, the management understands the implementation of curriculum and carries out peer lesson observation for teachers to observe and learn from one another. The teaching reflection forms are designed to guide teachers to review the learning effectiveness from the perspectives of learning objectives and children's performance. In general, teachers are able to state the difficulties children encountered in learning and then propose suggestions for improvement. For instance, teachers acquire more materials for children to learn concepts by manipulating real objects, and remove difficult learning content in light of the performance of children in order to inform environment setup and curriculum planning.
- 2.4 Teachers set up different interest corners in classrooms to tie in with the themes. Children can choose activities according to their own preference. As observed, children mostly enjoyed taking part in art activities, role-play and activities conducted in the exploratory corners such as identifying suitable materials for a lampshade. Prior to the activities, teachers briefly explained the objectives and procedures of experiments while guiding children to predict, test and observe, nurturing children's exploratory spirit and inquisitive mind. Meanwhile, children love to manipulate thematic learning-related items in the exploratory corners. These include manipulating shadow play puppets to observe the projection and comparing the cleaning performance of different detergents so as to deepen children's understanding of the related things. There are reading corners in each classroom. During the story sessions, teachers choose a picture book and read to the whole class. Children are attentive and engaged. There are bookshelves in the lobby as well. Three-dimensional books or books with play elements are collected, which is attractive. During activities, teachers walk around and observe children

and some of the teachers also join in children's play to encourage them to make different attempts. Teachers lead children to conduct summaries after activities and invite them to share their discoveries and solutions to problems, which is conducive to extending children's play experiences or stimulating new ideas, thereby inspiring children's learning. Some classrooms are equipped with computer corners. It is hard for children to control the mouse devices. The viewing distance between children and the electronic display panels are too close. The school has acknowledged that the setup fails to cater for the development of children and has indicated that it will cancel such arrangement. K1 children from the whole-day class are arranged to have lessons in the K3 classroom in the afternoons. Yet, the decoration of this classroom is mainly about the learning theme of K3. Choices provided by teachers in the free choice activity sessions are limited. The school is advised to improve these arrangements to ensure that the environment setup and design of corner activities dovetail with children's development and foster their learning.

- 2.5 Teachers have experience in teaching and child caring. They utilise pictures and real objects to facilitate teaching while increasing interactions among children through questions so as to deepen children's understanding of the learning content. In music activities, teachers guide children to sing and perform rhythmic movements along with the melodies or follow the beat to move their body. Children enjoy music activities and demonstrate their musicality. In physical activities, teachers lead children to play physical games after warm-up and have relaxation stretching at the end of the activities. Teachers remind children about the key points of the movement clearly through demonstration. However, teachers may adapt the activity design depending on the performance of children. For example, by adjusting the distance between steps, children can boost their confidence in striding. Teachers give verbal clues to encourage children to toss bean bags at different strengths or angles to develop children's gross motor control. Teachers may reduce the rules of artworks when designing art activities so that children can unleash their creativity.
- 2.6 Children are kind, polite, obedient and self-disciplined. They are willing to follow teachers' instructions to complete learning tasks. Children also love to carry out experiments and have courage to solve problems. They are active in responding to teachers' questions in daily activities and are eager to share their life experiences. Children are pleased to play with their peers, getting along well.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school conducts school self-evaluation (SSE) every year. To enhance the effectiveness, the management is recommended to guide the team to lay down more explicit success criteria corresponding to the task objectives with a view to grasping the effectiveness of the plans concretely based on the criteria. This is favourable to planning the development direction of next school year and actualising the rationale of the SSE cyclical process.
- 3.2 The management is required to play its professional leadership role and adhere to the *Kindergarten Administration Guide* to address daily matters. It could also inform the staff through appraisal, helping staff members specifically understand their strengths and needs for fostering the professional development. Building on the solid foundation of home-school cooperation, the school is advised to form a parent-teacher association to further facilitate connection between parents and the school, strengthening partnership relationship.
- 3.3 The management could plan a balanced daily schedule according to the *Kindergarten Education Curriculum Guide* while analysing and understanding children's learning needs with the use of assessment information, serving as a reference for evaluating the effectiveness of the curriculum. Teachers may adjust the design and arrangements of activities in light of the performance of children during physical activities as well as allowing children to demonstrate their creativity in art activities. The school is also required to remove the excessively difficult homework in order to meet children's developmental needs.