

**School No.: 605662**

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

## **Hong Kong Christian Service Pario Kindergarten**

**G/F, Kwai Wah House, Lower Ngau Tau Kok Estate,  
Kowloon, Hong Kong**

**3, 4 & 9 April 2019**

**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: 3, 4 & 9 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 leadership team keeps abreast of the development directions of kindergarten education. It often organises inter-school teacher training as well as sharing activities to gather experience and enhance professional capacity, thus facilitating the implementation of school work related to administration, curriculum, child support, etc. The school has received professional support from various channels, laying a firm foundation for different areas of work. The principal and senior teachers cooperate closely and act as role models to lead teachers to learn continuously so as to broaden their horizons in the field of education. They also establish a sound induction mechanism in providing guidance and support for new recruits to adapt to the working environment as soon as possible. Moreover, they consider staff's views and allocate duties appropriately. Through empowerment and accountability, they motivate teachers to demonstrate their strengths in full and make concerted effort to improve the education quality of the school.
- 1.2 The school plans appropriate strategies to promote the development of learning and teaching. The management steers teachers to uphold the rationale of child-centredness in developing the curriculum. It also arranges suitable training for teachers in accordance with the developmental needs of the school. In addition, the management leads the teaching team to pass on and deepen the acquired knowledge through collaborative lesson planning, peer lesson observation, sharing of education-related information, etc., with a view to establishing a learning community. The teaching team is passionate about its work. Members of the team engage in mutual support, they are willing to share knowledge and take up responsibilities. They have strived to put the school's education mission into practice. They also respect individual differences in order to foster children's whole-person development.
- 1.3 The school cares about children. A mechanism is in place to identify children's special needs so that referral services can be rendered in light of children's needs. The school arranges training to help teachers cater for children's diversity

strategically, with the aim of supporting children at an early stage. The school implements appropriate parent education activities for parents to know children's developmental patterns and proper ways of teaching their children. A variety of parent-child activities is also arranged for parents to understand the importance of learning through play for children. The school forms the "Parent Representatives Group" to collect parents' views in order to reinforce home-school liaison. It also suitably engages parents to assist in organising activities, hence enriching children's learning experience. The school is trusted and supported by parents, which has laid a solid foundation for developing home-school cooperation.

- 1.4 The culture of school self-evaluation has taken root in the school's daily work, thus further improving the work in different areas. Every school term, the management steers staff to make a holistic review on the development of the school and formulates the annual work plan in light of children's needs. Last school year, the school set arousing children's interest in language learning as its major concern. It arranged training for teachers to design appropriate learning activities. This school year, the school has placed emphasis on developing children's language ability. It further reinforces teachers' learning through cross-school lesson observation and professional exchange activities in order to tie in with the implementation of the work. The school devises suitable working strategies, and aptly utilises review tools and evidence to evaluate the effectiveness of the plan. It then plans the follow-up work based on the review findings so as to achieve the objectives. The school's work plan has been implemented smoothly with significant results.

## **2. Learning and Teaching**

- 2.1 The school devises the curriculum by making reference to the curriculum information provided by its sponsoring body and adopting an integrated approach with themes. The content covers all learning areas. Project activities relevant to real-life topics which are of interest to children while visits, exploratory activities and so forth are arranged to enrich children's life experience. The school organises diversified activities, such as art creation, rhythmic movements and role-play to develop children's different abilities. It also guides children to care for surrounding things through news sharing. In addition, the school makes good use of the campus to organise planting activity for children to observe the growth of plants and learn to respect and cherish life. The school suitably arranges the daily schedule, enabling

children to have sufficient music, art, physical and free choice activities every day. The curriculum content is comprehensive and balanced, which helps children develop positive values and active attitudes as well as acquire skills and knowledge.

- 2.2 The school sets child assessment items in accordance with the curriculum objectives and assesses children's performance by continuous observation and making records. The school develops learning portfolios for children to maintain records of teachers' observation, assessment information and children's work. The student handbooks are also used properly to reflect children's performance in each learning unit and collect parents' feedback on their children's learning. Teachers summarise various assessment information each school term to conclude children's overall performance in different development areas. They also provide parents with suggestions to teach their children when necessary, so as to support children's healthy growth in collaboration with parents. The school collates and analyses children's assessment information to inform curriculum planning, hence facilitating assessment for learning and promoting children's physical and psychological development.
- 2.3 The curriculum management of the school is effective. The management leads teachers to discuss the teaching plans and the set-up of interest corners in the classrooms. It adjusts the activity design in view of children's performance, and also provides guidance to teachers in timely manner. Through participating in teaching, the management suitably provides teaching demonstration and support. Teachers often review their teaching performance. They also reflect on their teaching effectiveness and raise suggestions for improvement in consideration of children's learning progress. The school takes proper follow-up actions based on the review findings, for example, more activities related to the Learning Area of Nature and Living in the curriculum have been arranged this school year. It also purchases play equipment for the interest corners in the classrooms to arouse children's interest in active learning. The school gathers the curriculum review results of the school term and gives feedback to the curriculum information of the sponsoring body, thereby promoting the development of learning and teaching.
- 2.4 The school has regarded developing children's language ability as the major concern this school year. It is able to create a language-rich environment for children to learn and apply language under real-life context. Teachers select appropriate picture books in connection with the learning themes, and stimulate children's association and learning interests by stories. They also design different extended activities like role-play, nursery song creation, story creation, etc., for children to

apply language during learning activities. Besides, the school actively promotes parent-child reading. In the books for borrowing, there are suggestions of post-reading activities for parents' reference. It also helps parents grasp the skills of paired reading through parent education to nurture children's interest in reading. The school helps children gain diversified experience in listening and speaking as well as developing children's reading and writing abilities progressively through home-school cooperation. On the other hand, teachers cultivate children's interest in English through singing nursery rhymes, storytelling, play and so forth. As observed, children sing the nursery rhymes in accordance with their actions. They understand the content of the songs and listen to teachers' stories attentively. They use simple English to respond to teachers' questions and instructions, and thus building confidence in communicating with others. Children like reading and often use pictures or words to express their thoughts, displaying their interest in language learning. The school designs appropriate activities to help children develop their language ability. The work plan has been implemented in an effective manner.

- 2.5 The school is tidy and hygienic. There is enough activity space in the indoor play area with a wide range of physical equipment in place. Teachers arrange physical skills training according to children's physical development and let children select physical activities in the play area. Children are engaged in different activities. They like cycling, climbing, throwing, etc., demonstrating good body coordination and enjoying the fun of doing exercises.
- 2.6 The school is able to provide a wide range of art activities for children. Teachers lead children to sing, play percussion instruments and listen to music. They also use stories to stimulate children's imagination so that children can create dance steps on their own by following the rhythms and melodies of the music, and thus creating an artistic learning atmosphere. Inside the classroom, there are diversified craft materials in the art corner, also natural materials such as dried flowers, pine cones and stones for children's selection. Teachers design fun-filled art activities and strive to unleash children's creativity when leading activities. Children engage in art activities under soft music. They share the content of their work with peers afterwards, and learn to appreciate peers' work. The school displays children's work all over the campus and creates an aesthetic set-up, filling the campus with an artistic learning atmosphere. In addition, the school taps external resources properly to arrange parent-child art appreciation activities to enrich children's learning. The school makes use of appropriate strategies to help children develop

their sensory abilities and gain art experience. Children can thus be immersed in the artistic atmosphere, which inspires their imagination and creativity.

- 2.7 The school creates a favourable learning environment to facilitate children's self-directed learning. The school arranges the same timeslot for free choice activities for the two classes of the same grade level, enabling children to engage in the activities in the two classrooms. It also coordinates the corner set-up of these classrooms and places learning materials for observation and manipulation, thus providing children with diversified sensory learning activities. There are also games with different levels of complexity to cater for children's learning needs. Teachers set the classrooms in accordance with the learning themes. Children like observing animals and plants in the creature corner. In addition, they read books and a variety of reading materials in the reading corner. They also carry out hands-on experiments in the exploratory corner and engage in role-play or constructive games with peers. Children are well engaged in different activities to construct knowledge through play. Meanwhile, they have many opportunities to involve in cooperative play with peers, which can promote their affective and social development. Teachers walk through to observe children during activities and offer encouragement and guidance when necessary. They also participate in children's play, resulting in a relaxing and joyful learning environment. Upon completion of the activities, children pack the materials to keep the venue tidy, displaying good self-care abilities. Teachers then review the activities with children and encourage them to share their feelings with peers, thereby consolidating children's learning.
- 2.8 Teachers make use of pictures, real objects, etc., to assist in their teaching according to the learning themes. They communicate with children in a friendly manner and listen to and teach children with patience. They also tell stories with suitable facial expressions, voices and actions and stimulate children's thinking with proper questions. Besides, teachers are able to utilise the venues flexibly to organise group activities so as to promote teacher-child interaction. Teachers care about children's diversity. They reinforce individual guidance and adjust homework when necessary so as to help children build confidence in learning. They also encourage children to help one another, hence creating an inclusive learning atmosphere. Children take part in activities of their own accord. They are attentive and fully engaged. Children with different backgrounds are able to integrate into school life. They help and care about one another, meanwhile they learn and play together.

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

The school provides a rich and interactive learning environment for children and designs a developmentally appropriate curriculum which enables children to learn through play. At the same time, it actively promotes home-school cooperation to nurture children's healthy growth in collaboration with parents. The school upholds its education mission and specific education goals. Through continuous school self-evaluation, the school can definitely achieve self-improvement and exert professional capacity of the teaching team to move forward with concerted effort.