

**School No.: 614106**

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

## **Hong Kong Christian Service Pario Kindergarten (Shatin)**

**G/F, Hi Shek House, Shek Mun Estate Phase 2, Shatin, New Territories**

**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: 30, 31 May & 2 June 2022**

- School met the standards of Quality Review**
- School did not meet the standards of Quality Review**

## **1. Promoting Continuous Development of School**

- 1.1 Under the guidance and support of the school's leadership team, the school has established a solid foundation for administration, curriculum development and child support in its few years of operation. The authorities and responsibilities of the management are clearly defined. It discharges duties properly, and effectively monitors the school's operation, thereby school tasks are implemented in an orderly manner. The school actively participates in teacher training and joint school teaching observation activities organised by the school sponsoring body. Teachers have opportunities to share about their training and explore implementation solutions on a regular basis. The school also plans peer lesson observation based on teachers' needs and major tasks, etc. Thus, the school is committed to enhance the professional competence of teachers through different strategies. To facilitate the newly appointed teachers to understand the school's education rationale, curriculum design and teaching requirements, the school provides comprehensive teaching reference materials and appropriate induction activities, and establishes a mentorship system to pass on teaching experience. In terms of work arrangements, the school assigns teachers to different functional groups according to their interests, abilities and experience, so that they can bring their strengths into play when collaborating in developing the school curriculum and implementing child support strategies. The team works in a harmonious atmosphere, communicates sincerely and encourages one another, and promotes sustainable development of the school with the aim to foster children to grow healthily and happily.
- 1.2 The school has established a solid self-evaluation mechanism, adopting the whole-school participation model and practising the self-evaluation rationale in different activities for continuous improvement. In recent years, the school has focused on facilitating children's language development. It has regarded promoting their reading interest and language development as the major concerns of the last and this school year respectively. Stories then nursery songs have been used as starting points and supported by extended activities for implementing the plans. During the epidemic, the school was concerned about the children's ability to deal with

emotions. Another major concern in the last school year was to help children understand emotions and encourage them to express feelings and needs in appropriate ways through organising appropriate teacher training and strengthening teachers' communication with parents. Teachers communicated with parents by telephone regularly to understand their children's needs and provided advice to support parents in managing their children's emotions. In addition, the school organised workshops for parents to learn ways of relieving stress in childbearing and adopting a positive approach in nurturing children. It also arranged parent-child activities to facilitate parents in building a good relationship with their children and strengthening their communication. The development plan of the school is well-designed. With timely reviews and follow-ups as well as strategical implementation, the school can achieve the intended goals.

- 1.3 The school actively informed parents its annual development plan, administrative and teaching arrangements through various channels such as parent meetings, parent lesson observations and school newsletters, which not only enhance the transparency of the school's policies and help parents understand the school's operation, but also enable the school to work with parents to nurture children with a common vision. There are also many opportunities for parents to participate in school activities and understand their children's learning, such as assisting the school to organise story books, tell stories to children, etc., helping promote reading activities. During last school year, the school established a "Parent Representative Group" to serve as a platform to collect parents' views on the school, building up the foundation of home-school cooperation gradually.
- 1.4 The school cares for the diverse needs of children, and adopts appropriate strategies to support them. In order to support the non-Chinese speaking children, the school has recorded sound clips about stories, homework, etc., to assist them to understand Chinese. The school also organised ethnic days to create an inclusive atmosphere. The school has planned support measures properly for new and transferred students, such as designing a progressive daily schedule and maintaining close contact with parents, helping children adapt to school life. The school observes children carefully once they start school. This facilitates early identification of children with special needs, thereby referral and on-site professional support service can be arranged in a timely manner. Teachers also share and discuss about strategies to support children through teaching meetings. They brainstorm together to help children integrate into school and enhance their learning effectiveness.

## 2. Learning and Teaching

- 2.1 The school designs the curriculum to suit children's life experience with reference to the *Kindergarten Education Curriculum Guide* and the syllabus of the sponsoring body. The curriculum content covers different learning areas comprehensively. The teachers design thematic learning activities with progression based on children's development, fostering the children's positive values and helping them building knowledge and master skills in an orderly manner. The school arranges its daily schedule properly with sufficient time for music, physical, art and free choice activities to allow children to have different learning experiences. Individual, group and whole-class activities are planned appropriately as well to provide children with opportunities for independent exploration and group learning. The school adopts a project approach to guide children to explore things that are of their interest. It also enriches their experiences through organising community visits and inviting parents to share on their careers or expertise at school. The school places great emphasis on moral education for children, cultivating their positive values and attitudes such as caring and gratitude through concrete encouragement from teachers, moral stories and news sharing.
- 2.2 In the last school year, the school's major concern was to promote children's interest in reading. The teaching team selected story books and designed extended activities that suited children's development. The school also organised internal sharing activities to help teachers master storytelling skills, so as to facilitate children to understand stories and develop print concept. In the extended activities, teachers designed role-play games based on the content of the story so that children could be more familiarised with the plot through acting different characters. In terms of environment, the school enriched the library corner and posted pictures of stories to attract children to read and tell stories. During the suspension of face-to-face classes due to the epidemic, the school flexibly implemented a parent-child reading programme, lending out sterilised books on a regular basis and switching the mode of parent-child storytelling programme, effectively maintaining the children's reading habits through home-school cooperation. Building on the developmental foundation of the previous school year, the school's major concern in this school year is to enhance children's language skills. Teachers have selected children's songs with simple lyrics for each theme and gradually help children understand the lyrics through explanation and chanting. Teachers also let children create movements and

new lyrics for the songs, allowing them to express their emotions and unleash their creativity. In sharing and conclusion activities, teachers naturally incorporate sentences that children have learnt and adopt real-life examples to demonstrate the use of language, thus, helping children consolidate their learning in a subtle way.

- 2.3 The school adopts a continuous observation approach to assess children. Teachers keep parents informed of their children's learning in a variety of ways, for example, by recording children's special remarks in the learning diary, and sharing children's learning progress in the handbook weekly. In response to the situation that parents are unable to come to school due to the epidemic, the school arranges online lesson observation for parents so that they can understand their children's learning after resumption of lessons. In addition, the school summarises children's development of each school term in a timely manner, and shares with parents on parents' days. Relevant assessment data are saved in learning portfolios as evidence of children's growth. In terms of the use of assessment data, the school makes good use of the data not only to reflect children's learning performance and progress, but also to understand the appropriateness of the curriculum and the effectiveness of the major concerns, thereby enhancing the curriculum content and teaching strategies.
- 2.4 The school has established a robust mechanism for curriculum co-ordination, monitoring and review. Before launching the themes, the management leads teachers to discuss the design of the activities, the interest corners and assessment content during collaborative lesson planning. The leadership team values the quality of teaching and learning and visits school regularly to understand the implementation of curriculum. The management actively follows up on the leadership team's advice to refine the curriculum. It also participates in meetings, reviews documents, observes lessons, etc., to grasp the implementation of teaching activities, and provides feedback and teaching demonstrations to the teachers, playing the supervisory role. The management steers the teachers in reviewing the objectives and design of learning activities, examining the appropriateness of the activity content in the light of children's development; it also considers children's learning performance in order to summarise the effectiveness of teaching and learning. Some teachers are competent to make concrete suggestions for improvement on activity design and teaching techniques, demonstrating good reflective skills.
- 2.5 The school makes good use of the space for physical activities. Apart from skills training such as walking on balance beam, jumping and playing ball, children are

also allowed to participate in activities, like climbing, sliding and cycling. Children are also empowered to design games by using equipment like vehicle tyres and hula hoops. As observed, children enjoy the physical activities. They try to pass the tyres and the hula hoops by rolling them around; children also design obstacle course games that they step on the laid tyres or jump over the hula hoop, displaying creativity. In accordance with the school's aim of letting children to learn through hands-on experience, the school has created an interest corner in every classroom focusing on nature and living. Children can take care of small animals and insects and observe their living habits. They take part in simple tests to learn about the capacity of bearing and water-repelling of common materials such as cloth and paper. Children also learn to make mosquito repellent kits. The diversified activities can stimulate children's curiosity and desire to explore their surroundings.

- 2.6 Teachers are kind. They always praise children's good behaviour in positive and concrete terms. They prepare their lessons carefully, using real objects, pictures and teaching aids to facilitate teaching, helping children understand relatively abstract concepts easily. Teachers let children participate in discussion and problem-solving games with their peers to facilitate their interaction. Some teachers are able to stretch children's thinking by asking appropriate follow-up questions based on children's responses. Teachers care for the needs of the children and support their learning with group arrangements, peer assistance and visual cues. Children demonstrate a good attitude towards learning through the activities and play that they are engaged in. They have fine self-care abilities and can tidy up their personal belongings. They also put teaching aids and toys back after play. Children have great social development, treating others courteously and cooperating well. They also care for others and are willing to share learning materials.

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

The management is leading the school to set development direction that suits the school's context. When facing challenges, it can review the school's work to adjust the strategies flexibly, actualising the rational of the self-evaluation cycle. With concerted effort, the team overcome difficulties together, and continue to uphold the aim of child-centredness to improve the quality of education. The school has gained the support of parents over the past few years. By having closer collaboration with parents, the school will surely strive for excellence with its joint effort with the families.