

**School No.: 325180**

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

## **Holy Trinity Centre Kindergarten**

**G/F, 1/F & 2/F, 139 Ma Tau Chung Road, Kowloon City, Kowloon  
(Including Child Care Centre)**

**28, 29 November & 3 December 2018**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2019)**

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**Dates of Quality Review: 28, 29 November & 3 December 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 school has specific objectives and clear rationale in education. It takes nurturing children's comprehensive and balanced development as the mission. The management has served the school for years, and is enthusiastic about education. It possesses rich experience in administration and professional knowledge. Therefore, it is able to steer the teaching team to strategically make continuous enhancement on the school's work in different aspects. The principal fully understands the school's circumstances and properly assigns duties to staff according to their abilities. The vice-principal and senior teachers are empowered to take charge of work related to administration, curriculum development and so forth. They are able to exploit their strengths and collaborate with one another to build consensus among the teaching team through effective monitoring, guidance and support. The school values teachers' professional development and arranges diversified teacher training activities based on its development directions and teachers' needs. The school also enables teachers to deepen and apply their knowledge gained in training through professional exchange and collaboration activities. Members of the teaching team often share their teaching insights among themselves and encourage one another, with the aim of striving to improve the quality of education and care services. A culture of learning community has been successfully established to make concerted efforts to promote the school to move forward.
- 1.2 The school has a well-developed school self-evaluation (SSE) mechanism and can fully put the inter-connected self-evaluation process, viz. planning, implementation and evaluation into its daily work. The SSE culture has been rooted in the school. The school widely collects stakeholders' views, and conducts a comprehensive review on its current state of performance, so as to plan development focus that meets the school context and formulate clear and specific objectives for the plan. Last school year, the school took enhancing children's language ability as its major concern. By means of teacher training, collaborative lesson planning, etc., it explored ways of enriching children's language learning experience through the

curriculum, activities and corner design from multiple perspectives. The effectiveness of the work was significant. This school year, the school has set nurturing children's moral development and facilitating their self-directed learning as the major concerns. Building on the existing foundation, the school deploys appropriate strategies in light of teacher training, curriculum design, parent education and so forth. During the implementation of the plan, the teaching team maintains close communication to report on the progress of the plan and adjust the strategies, so as to continuously review and revise the plan with effective monitoring. The team has made concerted efforts to achieve the targets of the plan.

- 1.3 The school cares about children and respects their diverse needs. It has a clear identification and referral mechanism and is able to tap community resources properly to provide appropriate support to children with different backgrounds and needs. The school maintains close connection with parents to follow up children's development progress. It meticulously plans diversified parent education activities to help parents understand children's developmental patterns and characteristics to enhance their parenting competence. The school also organises gatherings for parents regularly to enable parents to exchange insights on rearing children so that they can support each other. Parents have developed a strong sense of belonging to the school. They are devoted to home-school activities. In addition, they assist the school in implementing activities and provide suggestions to the school actively to promote its development. The school successfully receives recognition and trust from parents who have become its key partners. They join hands to nurture children's growth.

## **2. Learning and Teaching**

- 2.1 The school sets nurturing children's whole-person development as the curriculum objective to plan a comprehensive and balanced school-based curriculum according to children's developmental needs and interests. The school arranges the daily schedule appropriately. Children are provided with sufficient opportunities to take part in music, physical, art and free choice activities every day, which can facilitate their physical and psychological development, as well as self-directed learning abilities. The teaching team has strived to nurture children's inquisitive mind. It designs diversified and inspiring learning activities, enabling children to build up positive values, learn basic knowledge and life skills through exploration and first-hand experience. Last school year, the school took enhancing children's language ability as the major concern. The school incorporated language learning elements

into daily teaching scenarios and refined the school-based story books which were developed by itself. Teachers set school staff as characters in the stories based on the thematic learning content and story plots. They also added manipulative games in the story books to arouse children's interest in exploring text. Teachers designed appropriate amount of simple learning tasks that guided children to observe and think. They connected topics in the stories with children's life experience, which effectively enhanced children's interest in reading and enriched their experience in listening, speaking and reading in an authentic language environment.

- 2.2 The school plans the scope of assessment of child learning experiences in accordance with the curriculum objectives. The content covers values and attitudes, as well as skills and knowledge, which can reflect children's development in different areas comprehensively. Teachers understand children's development progress through continuous observation and summarise children's progress in different stages regularly. The school develops learning portfolios for children to systematically record their development. Teachers maintain close communication with parents to be familiar with children's development progress and provide suggestions for nurturing children. They also make good use of children's assessment information to inform the curriculum.
- 2.3 The school can effectively coordinate, monitor and review the curriculum. The management understands curriculum implementation through different channels to provide timely support and encouragement to the teaching team. The management leads teachers to review their teaching effectiveness from children's performance and the teaching objectives so as to explore effective teaching strategies that enhance the teaching effectiveness. The school arranges activities to facilitate the interface between kindergarten and primary education for K3 children with great care in order to help them get well prepared psychologically for transiting to primary schools. Yet the school must cancel the dictation and adjust the daily schedule and learning content of the interface activities, so as to meet children's abilities and developmental needs.
- 2.4 Building on the experience of implementing art education, the school arranges a variety of visual art and music activities for children to use various forms to express their ideas and unleash their creativity. The school makes the most of every corner of the campus to display children's work and encourages children to explain their ideas of creating the work and the production process to others, in order to build up their self-confidence. Children can engage in creation with a wide range of art materials. They use different colours, lines and composition to create unique artworks. During music activities, teachers guide children to listen to music and

make association, and also feel the rhythms and melodies with their bodies. Children can dance or move according to the rhythms of the music to express their feelings freely, showing great satisfaction.

2.5 The school values children's moral development. This school year, the school has taken nurturing children's positive values as the major concern. The teaching team makes good use of the knowledge gained from training and consolidates relevant successful experience in the past. It then devises focuses including love and care, perseverance, etc., in connection with children's development and characteristics so as to plan school-based moral education activities for children to experience and practise good behaviour in a daily learning environment. In addition, the school launches the "Hugging Ambassador" scheme to encourage children to communicate with and greet others of their own accord. Children are also encouraged to express their care and appreciation through actions including hugging, shaking hands, giving high-fives, etc. As observed, children are sensitive in noticing others' needs. They take the initiative to care about and help peers. When encountering difficulties, they are able to keep calm and try to settle disputes through negotiation. The teaching team reaches consensus on the objectives of the work plan. It maps out a thorough action plan and implements various strategies to effectively help children develop positive values.

2.6 This school year, the school has taken facilitating children's self-directed learning as another major concern. Teachers provide more unstructured play materials in the interest corners and try to extend the area for free choice activities to outdoor venues as well as the corridors, enabling children to select games according to their own preferences and decide the ways to play and whom to play with at their discretion. This increases the opportunities for children to explore freely. From observation, teachers arrange diversified activities for children to experience based on the themes. They can adjust the learning content and teaching strategies flexibly based on topics which are of children's interest, so as to motivate children to make more attempts and explore the surroundings actively. Teachers construct the environment and design corner activities together with children, for example, they make use of different properties of paper to create interesting games and become playmates. Children have an inquisitive mind, for instance, they raise questions of their own accord when exploring cloths. They also understand the culture of other countries and experience the process of dying cloths under the guidance of teachers. Teachers are observant, and are familiar with children's needs. They respond to and extend

children's thoughts as well as assist children in concluding experience. During the process of implementing the plan, the school can review the strategies and make adjustments in a timely manner, resulting in a smooth progress in work, as well as pleasant and effective experience in play for children.

- 2.7 Teachers have close connection with children. Interaction and exchange between teachers and children are often observed, creating a strong caring atmosphere in the campus. Teachers have a good sense of humour and understand each other well, a pleasurable learning ambience is thus formed. Teachers are able to cater for children's diversity and make good use of different teaching methods to provide counselling and support to individual children in accordance with their characteristics and needs. Teachers explain and demonstrate in a clear and orderly manner. They know how to talk with children by selecting topics relevant to children's life experience, and they use different levels of questions to inspire children's thinking. During physical activities, teachers provide children with various types of tools to play the physical games in their own ways. Children are energetic. They relax, stretch and train up their bodies during the games, showing good gross motor coordination.
- 2.8 Children are curious and often participate in activities excitedly. They are also eager to express their views. K2 and K3 children have good expression ability. They think flexibly and are willing to share their thoughts. Children are good at using observation, reasoning, problem solving and other ways to explore surrounding things. They also love to lead and take part in group activities, demonstrating good social development. Children are confident. They take the initiative to introduce the self-designed games to peers and can even explain the ways to play patiently. Children display good self-care abilities. They pack items and wash their own cups voluntarily.

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

The management and teachers of the school demonstrate professional competency to make continuous reflection and enhancement. They have strived to practise and pass on their education rationale to continue to improve the quality of education and care services. The teaching team displays team spirit to provide an inspiring learning environment for children, so that children can gain joyful and diversified learning experiences during the process of play and exploration. Building on this solid foundation, the school may continue to adjust the activity design for the interface between kindergarten and primary education through the internalised SSE work, thus helping children begin their primary school life with joy.