

**School No.: 151009**

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

**Immaculate Heart of Mary Kindergarten**

**31-37 Man Lai Road, Shatin, New Territories**

**29, 30 April & 2, 3 & 7 May 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: 29, 30 April & 2, 3 & 7 May 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 demonstrates the roles of supervision and support while providing professional views with respect to administration management. It allocates resources to support school development. The school team has sufficient manpower. The management strives to strengthen the communication with teachers. Through daily sharing and different meetings, the management exchanges experience with the team, encourages discussion and coordinates the work among members of the team. The school arranges different training activities for teachers. In addition, it keeps contact with other schools under the same sponsoring body to share education information and organise inter-school activities which help the team enhance professional capacity in a progressive manner. The school's working guidelines are clear and its daily operation is smooth.
- 1.2 The school follows up the recommendations of the previous Quality Review to enhance the mechanism of child learning assessment and use relevant information to inform teaching, thereby enhancing the effectiveness of assessment for learning. The school has a school self-evaluation (SSE) mechanism. Teachers apply the SSE principle when they are reflecting upon their teaching and reviewing different activities. At the end of the school term, the management leads teachers make reference to various reviews so as to evaluate and follow up the work in different aspects, while discussing the work focuses of the coming year through collective discussion. The school takes part in an external support programme this year to put emphasis on teacher training and parent education. By means of holding workshops, exchanges and visits, teachers and parents are facilitated to understand the importance of children's balanced development and work together to reinforce children's positive values, with a view to promoting children's whole-person development. Besides, in view of the trends of the curriculum development in recent years, the school has improved the design of interest corners and the arrangement of free choice sessions with the aim of increasing children's self-

directed learning opportunities and enhancing their self-care abilities. The school is able to take into account of the school context and tie in with external support to devise its development work so as to implement the plan in a step-by-step manner.

- 1.3 The school has close connection with parents through channels such as meetings, mobile messaging application and lesson observation. In addition, it arranges different parent education and parent-child activities to help parents enhance their parenting skills. Parents actively participate in the school volunteer services which include production of teaching aids, reading parent, assisting in excursion activities, etc., laying a good foundation for home-school cooperation. The school accepts and cares about children with special needs, and regards supporting these children as one of the major concerns this school year. The school has developed a clear referral mechanism. Moreover, it provides training for teachers to enhance their ability of identifying children with special needs so that they can obtain professional support as appropriate.

## **2. Learning and Teaching**

- 2.1 The school designs the school-based curriculum with reference to the teaching package. The curriculum content is comprehensive which covers all learning areas. It also takes into account the cultivation of positive attitudes and acquisition of knowledge and skills in children. The school places great emphasis on children's moral development. In daily learning activities, it incorporates the elements of moral education to cultivate in children virtues such as gratitude and friendliness. The school has tried to use project learning, picture book teaching and other strategies to keep strengthening children's learning motivation in recent years. The school revises the daily schedule this year. Currently, there is enough time reserved for children to participate in music, physical, art and free choice activities. Yet, teachers adopt different practices in implementing the daily schedule, which leads to different free choice activity opportunities for children in the same grade level and in turn undermines the overall learning effectiveness. Furthermore, the school is required to review the overall progress of pre-writing and writing exercises and the activity arrangement during the interface between kindergarten and primary school. The "memorising game" which is carried out in the form of dictation must be cancelled in order to meet children's needs and abilities at kindergarten stage.
- 2.2 The school has a curriculum management mechanism and plans the curriculum

prudently. Under the leadership of the management, teachers design their teaching collaboratively and review after implementation. Teachers reflect on their teaching regularly, some of them take children's performance as evidence for the review and make suggestions for improvement. However, some teachers still emphasise on recording the activity rundown, venue arrangement, etc., which is ineffective in fulfilling the real purpose of conducting teaching review. The school conducts peer lesson observation for teachers. Building on this foundation, the management should lead teachers to identify the focuses of lesson observation to facilitate mutual learning through experience sharing. With continuous daily support and supervision by the management, the overall teaching effectiveness of the team could be further enhanced.

- 2.3 The school wants to increase children's self-directed learning opportunities. As such, it took facilitating children's self-care abilities as the major concern in the previous school year. In light of children's abilities in each grade level, the school allows children to plan their corner activities on their own and asks them to keep proper records of their activities. As observed, children can arrange their own activities and negotiate with peers through which they learn to take turns and clean up items, showing good self-care abilities. Under teachers' guidance, children share or revisit the activities of the day. Through the implementation of the major concern, teachers learn more about the importance of self-directed learning for children. Based on this foundation, the school has to enhance the environment set-up, including the arrangement and use of materials, teaching aids, etc., to cater for children's individual differences. Moreover, teachers should inspire children as appropriate so as to enhance children's learning effectiveness.
- 2.4 The school has a spacious outdoor area. Children have adequate space for physical activities to relax their bodies and minds. Children can even take part in the planting activities in the campus, in which they learn gratitude, respect and protection of nature through first-hand experience. There are different interest corners in the classrooms providing children with manipulative and exploratory learning opportunities. Children share and interact with peers and teachers when they are engaged in corner activities. Children play different roles in the imaginative play corner such as pretending to be a bus driver and a passenger; a salesperson and a customer, etc. They enjoy playing different roles in the role-play. Children use a wide range of materials for creating artworks in the art corner, they also use big blocks or eco-friendly materials to construct their ideal city in the constructive play

corner. The school should review the books placed in the reading corners of the classrooms to consider whether the books selected for children are age-appropriate and interesting. The overall set-up in the reading corners should also be taken into account to create a relaxing and pleasant atmosphere for attracting children to read and nurturing their interest in reading.

- 2.5 Teachers are well-prepared for their teaching. They use real objects, pictures, video clips as introduction to catch children’s attention and arouse their learning interests. Teachers express care to children and interact with them from time to time. By means of questioning, teachers encourage children to express their ideas and feelings. The school actively promotes self-directed learning for children. On this basis, the management is advised to lead teachers examine the arrangement of free choice activities in an ongoing manner. For example, some teachers require children to complete designated activities before participating in free choice activities. This arrangement should be improved so that children could have sufficient time for taking part in the activities. It is also suggested that teachers could have better division of labour and collaboration among themselves, and share teaching experience with peers more often. They could also encourage and support one another with a view to further enhancing children’s learning effectiveness.
- 2.6 Children are eager to participate in all kinds of activities. They are happy to respond to teachers’ instructions and questions. As observed, children display tremendous creative ideas during project learning or thematic learning. They are willing to share their experiences and feelings, while some even try to figure out solutions to problems. Children have good interaction among themselves. They often participate in corner activities, play and share toys together. They also unleash their rich imagination when they engage in creative works. Children observe rules and show courtesy by taking the initiative to greet and thank teachers, school staff and parent volunteers. K3 children take up the role of the “Love and Care Ambassador” to learn to care for and help the younger ones through practices. Children know how to fetch food and pour water by themselves. They keep the table clean and tidy during meals, showing good self-care abilities.
- 2.7 The school adopts a continuous observation approach to conduct comprehensive assessments in light of children’s learning and developmental objectives. There are concrete and clear assessment criteria for teachers to assess children objectively. The school develops learning portfolios for children to keep the observation records of activities in different learning areas, children’s work and parents’ feedback to

reflect children's progress from different perspectives. The school is able to use the assessment information as reference to follow up children's learning and development needs, as well as for the purpose of informing and adjusting the curriculum.

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

- 3.1 The school has developed the SSE mechanism. The team implements the SSE principle in its daily work. It is necessary for the management to strengthen the role of professional leadership to guide the team to keep abreast with the times, with a view to deepening the team's understanding of the trends of kindergarten education. The management should also review the current practice of facilitating the interface between kindergarten and primary school, improve the overall progress of pre-writing and writing exercises, and ensure the appropriateness of some of the K3 homework, so as to meet children's development.
- 3.2 The management must continue to lead teachers to take part in professional exchange through different channels. By sharing teaching experience and learning among teachers, peer collaboration can be enhanced, and the team's professional capacity can be strengthened continuously. The school has been promoting self-directed learning for children these years. Clear and consistent objectives should be set, and the whole team should understand clearly the requirements and principles behind. In this way, they could all achieve the same goals together with concerted effort to further enhance the learning effectiveness of children.