

School No.: 324833

Quality Review Report (Translated Version)

Kam Lam Catholic Kindergarten

G/F, Kam Lam House, Choi Wan Estate, Wong Tai Sin, Kowloon

27, 28 March & 1 April 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 27, 28 March & 1 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 school makes good use of the appropriate support from its sponsoring body in the aspects of administration management, curriculum development and training to gradually promote its development. It arranges teachers to participate in different training activities and encourages them to share and exchange with peer schools, with a view to helping teachers broaden their horizons, understand different areas of work and promote their professional development. The management is open-minded and has mutual trust with the team. It attaches great importance to the communication with the team and allocates staff's work aptly. This year, the school enables teachers to assist in coordinating and taking charge of administrative work, which is conducive to grooming potential successors and passing on the experience of administration management. The teaching team is stable and has a sense of belonging to the school. Members of the team get along well and facilitate the school's continuous development with concerted effort.
- 1.2 The management leads teachers to make use of different information, including teachers' observation, parents' views, children's assessment information, etc., to review the work effectiveness collaboratively, so as to find out if their work attains the expected goals and follow up the areas for improvement. The cyclical process of school self-evaluation (SSE) is embedded in the school's daily work. Last year, the school took enhancing children's self-directed learning ability as the major concern. It improved the activity design and arrangement to encourage children to learn through play. Building on the foundation laid and following up on the recommendations made in the evaluation of last year, the school has increased the variety of corner activities, improved the activity design and encouraged children to share their experiences in this year, in order to further enhance children's learning effectiveness. The school has formulated its major concerns by taking into account children's needs and the school context. It has also deployed appropriate strategies from the perspectives of teacher training, environment set-up, parent education, etc. The plan has been implemented in a step-by-step manner, gradually achieving its

intended results.

- 1.3 Teachers care about children. They can identify children with special needs at an early stage to provide suitable support for them. The school strengthened parent education last year. It enhanced parents' understanding of child development by means of parent seminars and the provision of parenting information, so as to improve their parenting skills. Meanwhile, the school lent manipulative materials for parents to play with their children to enhance parent-child interaction. The school maintains close connection with parents to inform them of their children's performance in a timely manner and address their concerns. Parents trust the school and are pleased to participate in voluntary work to facilitate home-school cooperation.

2. Learning and Teaching

- 2.1 The school plans its integrated curriculum based on themes. It places emphasis on nurturing children's spiritual and moral development. The curriculum content is comprehensive which includes the cultivation of children's values and attitudes as well as the learning of skills and knowledge. The school has followed up the recommendations of the previous Quality Review by arranging sufficient time for free choice activities to increase children's opportunities for self-directed learning. Yet, the school does not arrange sufficient music and physical activities for children daily. The school should revise the daily schedule to ensure that children have adequate opportunities to take part in music and physical activities to facilitate their balanced development. In addition, the school's reducing the amount of copying work for children has made a right move. However, some of the K3 Early Childhood Mathematics homework is still slightly difficult. The school should review the design and content of the homework and delete the inappropriate parts. Meanwhile, the school ought to improve the design and revise the daily schedule of the primary school simulation activities to ensure that the learning content meets children's abilities, and children are provided with sufficient opportunities to participate in art, music, physical and free choice activities.
- 2.2 Through curriculum meetings, the management leads the teaching team to discuss the learning content of each theme, design different learning activities and the environment set-up. The teaching plans are devised concretely. Yet, there are no specific learning content and objectives for the teaching plan about the play time in the afternoon for the whole-day class. Improvement should be made to facilitate the planning of teaching and curriculum review. The management monitors the

curriculum implementation and provides concrete suggestions for improvement through attending curriculum meetings, scrutinising curriculum documents and conducting lesson observation. Teachers conduct teaching reflections regularly. They are able to review their teaching based on children's performance so as to raise suggestions for improving their teaching. The school makes reference to the curriculum review results and children's performance in the previous year to adjust the curriculum outline. The school may continue to strengthen the teaching experience exchange among teachers, like arranging focused peer lesson observation activities, to lead teachers to have in-depth sharing on the ways to enhance children's learning effectiveness.

2.3 The school formulates the policy on the assessment of learning experiences in accordance with the curriculum objectives. It assesses children's development in different areas through continuous observation and records. The school analyses the observation records of children and their work regularly to summarise their learning progress in different stages, so as to reflect their performance and development progress concretely and inform parents of their children's development on a regular basis. However, the school invites parents to assess their children's learning performance upon completion of a theme. Such arrangement is not appropriate as parents cannot observe their children's actual learning performance at home. The school must review and revise the arrangement. Besides, it should cancel the dictation practices for K2 and K3 immediately, meanwhile adhering to the approach of continuous observation to understand children's performance.

2.4 The school has set the major concern as enhancing children's self-directed learning ability in these two years to continuously improve the activity design and arrangement with a view to encouraging children to learn through play. During free choice activities, the school arranges children of the same grade level to play simultaneously in two classrooms, where teachers design different interest corners based on the themes. The art, exploratory, constructive and imaginative play corners are also set up in some indoor play areas to provide more space for children to engage in diversified activities. The interest corners are equipped with abundant materials for children to manipulate. The school designs a corner filled with unstructured play materials this year to encourage children to unleash their creativity. Furthermore, it improves the arrangement for post-activity sharing. Instead of asking children to do sharing and make records in written form, more time is spared for children to conduct oral sharing to increase teacher-child and child-child

interaction. As observed, children play with one another happily. They also read together and share with one another. Children consolidate their learning through manipulating teaching aids, and demonstrate their curiosity by observation and exploration. Through constructive, craft, imaginative play activities, children unleash their creativity and learn to cooperate with peers to facilitate their social development. Teachers engage themselves to play with children and intervene in a timely manner, meanwhile guiding children to summarise their experiences gained in the activities through questioning. Children are pleased to share the fun of play, showing good verbal expression ability. On the whole, the objectives of the plan are achieved gradually. However, the content of the corner activities about language and numeracy lays stress on recapturing vocabularies as well as mathematical concepts. Teachers are advised to provide more real-life contexts for children to learn the above concepts meaningfully through play. In addition, children can choose to play in two corners every day during free choice activities, but they are required to switch to another corner at specified time. The school may relax the rules of corner activity for children to fully explore the surroundings and enjoy the fun of play.

- 2.5 Teachers master the teaching content and use real objects and big picture books as teaching aids. They create the teaching contexts with good effort. Teachers are good at acting different characters in role-play. They can catch children's attention with rich intonation and facial expressions during teaching, thus enhancing children's learning effectiveness. Some teachers can also make good use of questioning to guide children to think and share their personal experiences. Children are willing to respond to teachers' questions and are able to express themselves clearly. Teachers support children's diverse needs and adjust homework for children in need. They encourage children to help and care for one another. The school arranges children to participate in music and physical activities in groups, enabling them to engage themselves in diversified activities.
- 2.6 Children are obedient and polite. They take the initiative to invite peers or teachers to play together. During play, children talk with one another and get along well. Children enjoy learning and are engaged in activities. During mixed-age activities, older children take care of younger ones carefully and they offer help to each other. Children tidy up by themselves after meals, afternoon nap and activities, demonstrating good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school can apply the cyclical concept of planning, implementation and evaluation in SSE to make constant progress in learning and teaching. The management should strengthen its curriculum leadership and steer the team to keep improving the planning of the school-based curriculum. In addition, it should delete the inappropriate part of some K3 Early Childhood Mathematics homework, and cancel the dictation practices for K2 and K3 as well as the arrangement of assessing children's learning performance by their parents.
- 3.2 It is necessary for the school to improve the daily schedule to make sure that children have sufficient opportunities for music and physical activities daily so as to facilitate their balanced development. The school should also refine the design and daily schedule of the primary school simulation activities so that the learning content meets children's abilities and children can have ample opportunities to participate in art, music, physical and free choice activities.