

School No.: 231886

Quality Review Report (Translated Version)

Karlam Anglo-Chinese Kindergarten

G/F-3/F, 59 On Ning Road, Yuen Long, New Territories

27 & 28 February, 1, 2 & 6 March 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 27 & 28 February, 1, 2 & 6 March 2023

☒ **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 clearly defines duties and guidelines for employees. It leads teaching staff to work collaboratively, so that the daily operations are smoothly implemented. When deploying roles, the school assigns experienced teachers as mentors to guide newly recruited teachers and assist them in adapting to the school culture and teaching arrangement the soonest. In recent years, quite a number of new teachers have joined the school team. As such, the school has regarded facilitating team communication and cooperation as its major concern. Members of the school foster their cohesion by sending greeting cards to one another and participating in social events, team building and other activities, with the aim of organising activities that promote the school's development with concerted effort.
- 1.2 The school has followed up on the recommendations of the previous Quality Review. It has refined the mechanism and arrangement for assessing child learning experiences as well as enhancing the work effectiveness of assessment for learning. Additionally, members of the school team conduct school self-evaluation (SSE) together, then formulate the development foci and work of the school in light of its context and the needs of children. The school set nurturing children's moral development as its major concern in the last school year while focusing on strengthening teachers' skills in using play as a teaching strategy in this school year. The school puts forward the strategies in terms of environment set-up, teaching arrangement and parents' participation, which is on the right track.
- 1.3 The school accepts the diverse needs of children and a mechanism is in place to identify children with special needs as soon as possible. The school taps external resources to assist children as well. In tandem, it cares about non-Chinese speaking (NCS) children and arranges activities to aid NCS children's Chinese learning, hence boosting their interest in learning Chinese. The school liaises with parents via different channels to let them know about their children's performance at school. It also holds parent education seminars to enhance parents' child rearing skills. The

school invites parents to be volunteers and engage in children's learning activities. Parents support the school's work and they collaborate with the school to nurture children's growth.

2. Learning and Teaching

- 2.1 By making reference to the teaching packages and selecting themes related to children's life experiences, the school devises its integrated curriculum. The curriculum is comprehensive in content and covers all learning areas while encompassing children's development in the domains of ethics, intellect, physique, social skills and aesthetics. The school organises festivities celebrating the Mid-Autumn Festival, Lunar New Year, etc., to let children experience the traditional Chinese custom, thus deepening their understanding of Chinese culture. Some of the learning and homework content for K3 children is too difficult at present. The school must remove them to cater for children's development. With respect to the daily schedule, the school is required to review the activity arrangement and revise the daily schedule, ensuring that children have sufficient time to engage in music, physical, art and free choice activities every day, thereby facilitating their balanced development.
- 2.2 An explicit mechanism for the assessment of child learning experiences has been developed. Teachers conduct formative and summative assessments of children and keep assessment information, children's work and records of observation in the learning portfolios for children. The school meets with parents so that they are informed about their children's learning. The management must work with the teaching team to set forth criteria for the assessment of child learning experiences, so that teachers can evaluate the learning as well as the physical and psychosocial development of children of all grade levels in an objective manner.
- 2.3 The school has established a curriculum management mechanism. After teachers at the same grade level devise the curriculum outline, they proceed to prepare the respective lesson plans. The management understands the curriculum implementation through participating in curriculum meetings at each grade level, conducting lesson walkthroughs and lesson observation. Teachers reflect on their teaching after implementing activities. However, they mainly describe children's performance in their reviews. The management is advised to strengthen its role as a curriculum leader to guide teachers to analyse and evaluate the appropriateness of

the activity design and teaching strategies based on children's performance. It is required to make concrete suggestions for improvement so as to strengthen the effectiveness of learning and teaching.

- 2.4 The school puts emphasis on the moral development of children. Last school year, it regarded nurturing children's moral development as its major concern. Teachers compile moral slogans and create an active and positive learning atmosphere. They invite children to share their personal experiences and stories in relation to good moral character during morning and afternoon assemblies. This enables children to understand values and attitudes like courtesy, observation in order and honesty. The school also joins hands with parents to propel children into practising good behaviour by organising an award scheme in which parents are invited to regularly record their children's performance at home in an activity log by using photos, videos or words. As observed, children take turns to be the moral ambassadors and take the initiative to greet others. They are observant and polite. They are eager to help their peers and show gratitude proactively. Children get along with one another and are willing to collaborate with peers in the course of activities. The positive results of the plan have been seen.
- 2.5 This school year, the school maps out its major concern of strengthening teachers' skills in using games as a teaching strategy. The walls of the school lobby are covered with various textures of materials to aid children's learning through sensory play. When designing learning tasks, teachers provide children with opportunities to manipulate, including doing puzzles and fishing games, thus increasing their learning interest. Meanwhile, children are assigned to share their work in the summary session of the free choice activities, which can strengthen their speaking ability. It is observed that children are able to clearly describe their ideas and thoughts about their work in complete sentences. Given the relatively large number of new teachers joining the team in recent years, the school is recommended to arrange relevant professional training programmes for teachers and assist them in learning the rationale and skills in adopting games as a teaching technique. The management is also required to lead teachers to put what they have learnt from training into practice to refine the activity design continuously and let children learn through play.
- 2.6 The school premises are spacious, neat and comfortable. The school utilises the space in the lobby and the classrooms to display theme-related content and exhibit children's work. All these allow children to appreciate and learn from one another.

There are a variety of interest corners in the classrooms where children can engage in imaginative play, art creation and reading. Materials in the interest corners are placed in an orderly manner that facilitates children's independent access. Teachers often walk through and then observe children's participation in the activities and give appreciation to the children. When appropriate, teachers may intervene in children's activities to further stimulate their thinking and exploration in order to extend their learning.

- 2.7 Teachers help children understand the teaching content by means of teaching and raising questions. They also prepare teaching materials such as pictures and story books according to themes, and ask children to collect photos from their daily life that are relevant to the themes so that children can share their experiences. The arrangement of teaching activities is smooth in general. Some teachers tell stories by making use of the variations in voices and tones to draw children's attention for listening. Teachers adopt strategies such as adjusting seat arrangements and providing individual guidance to accommodate varied needs of children. Teachers arrange skill learning during the physical activities. However, the queueing time for children taking part in some activities is slightly too long. Teachers must utilise the venue in a flexible way and revise the activity arrangement, ensuring children have ample opportunities to participate in activities and engage in sufficient amount of physical exercises.
- 2.8 Children love singing. They are able to perform rhythmic movements with lyrics and grasp the beats of music through playing simple musical instruments, showing that they enjoy participating in the music activities. During physical activities, children play on slides, climb frames, ride tricycles and so forth to demonstrate good body coordination. When conducting the activities, they follow the instructions and keep the classrooms clean. They also comply with the rules and take the initiative to tidy up after activities, demonstrating good self-care abilities. NCS children get along with peers. They are engaged in learning activities and able to talk to peers in Cantonese. NCS children in K2 and K3 classes can write Chinese words, indicating that they possess decent Chinese expression abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has developed the SSE mechanism and adopted a whole-school approach to conduct SSE. However, it may set specific task objectives and adjust its

strategies in accord with the school context. It may also draw up explicit success criteria and evaluate the effectiveness of the major concerns in a focused manner. The management is required to organise relevant professional training programmes and sharing activities that tie in with the needs of the teaching team. The management is advised to assist teachers in sharing experience and applying their acquired knowledge in order to improve the activity design continuously.

- 3.2 The management must perform its role as a curriculum leader to lead the teaching team to amend the arrangement of the daily schedule, remove difficult learning content and homework for K3 and jointly set forth criteria for the assessment of child learning experiences. It is necessary for the school to intensify the effectiveness of curriculum evaluation, analyse and review the teaching on the basis of children's performance and make concrete suggestions for improvement, thus informing the curriculum planning.