

School No.: 133019

Quality Review Report (Translated Version)

Precious Blood Kindergarten

9 Holly Road, Happy Valley, Hong Kong

24, 28, 29 & 31 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: 24, 28, 29 & 31 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 strives to promote quality kindergarten education. It supports the school to keep pace with the times and maintains close communication with the management so as to understand the school context for navigating school development. The school has a clear organisation structure and stable administration management. The resources are deployed flexibly. The management has a sense of mission towards kindergarten education and is passionate about its work. It faces challenges with a proactive attitude and is willing to bear responsibilities. In addition, it leads teachers to progress continuously by fully demonstrating the great effectiveness of manpower management and professional leadership. The management coordinates and monitors different work of the school, and discusses thoroughly with teachers regarding important matters. It considers teachers' views from various channels to reach a consensus among the team, meanwhile soliciting the teams' capacity to promote the school's ongoing development with concerted effort.
- 1.2 The school follows up the recommendations of the previous Quality Review by providing teacher training strategically. It also encourages teachers to enhance their reflective ability to reinforce professional capacity of the teaching team, thereby building a foundation for the school to enhance learning and teaching. On the other hand, the school puts efforts to expand its network for professional exchange. It frequently opens the campus to members of the kindergarten education sector for on-site observation, and shares the teaching experience gained from curriculum design, environment set-up, learning through play and so forth. The school also establishes a wider platform for fostering teachers' professional development by conducting academic exchange activities and field trips in education institutions in and outside Hong Kong, so as to join hands with members of the kindergarten education sector to achieve quality education. The teaching team is energetic and dedicated to its work. It creates a caring and inclusive learning environment for children, helping them develop proactive and optimistic attitudes and grow up joyfully and healthily.

- 1.3 The school values the cultivation of children's self-directed learning ability and moral development, and has taken these as its major concerns in recent years. It analyses children's performance, the needs of parent education, etc., from various perspectives in order to formulate specific objectives for its development plans and devise concrete and appropriate strategies to implement different activities in a progressive manner. Besides, it also makes reference to the success criteria with respect to the objectives to review the work progress regularly. The effectiveness of the plan is impressive.
- 1.4 The school cares about children's diverse needs. Through maintaining close communication with parents, it provides timely follow-up, referral or support services for children. The school has been regarding parents as its key partners, and has therefore developed a relationship with parents based on mutual trust. The parent-teacher association has been formed for years that it can serve the bridging role for home-school communication. The association not only provides suggestions to the school's development, but also coordinates parenting activities actively. Parents are happy to be volunteers while some of them are even alumni. They have developed a sense of belonging to the school and are enthusiastic about the work related to promoting the school's development. The school has very high transparency that it uploads the annual school report to the website, informs stakeholders of the school's updates regularly through channels such as school magazines and school bulletins, and follows up parents' views systematically, with a view to achieving accountability.

2. Learning and Teaching

- 2.1 The school puts in place a well-developed curriculum management mechanism. The management leads teachers to uphold the child-centred principle and keep abreast of the trends of kindergarten education development, so as to refine the curriculum continuously through the inter-connected self-evaluation process, viz. planning, implementation and evaluation. The teaching team plans the curriculum and designs teaching activities in light of the developmental characteristics of children, children's life experience and learner diversity. When implementing the curriculum, teachers observe children's performance and exploratory preferences in order to adjust the teaching progress and strategies flexibly. Concurrently, they collect information from different perspectives, including regular teaching reflections and thematic reviews, results of peer lesson observation, assessment of

child learning experiences, etc., with a view to examining the teaching effectiveness and understanding children's learning progress. Teachers also make concrete suggestions for improvement and take follow-up actions in a timely manner to foster continuous development of the curriculum. The teaching team discusses, plans and collaborates among themselves, building a good rapport for accumulating and consolidating their practical experience. As a result, the team can strive for perfection unceasingly to improve the quality of learning and teaching.

2.2 The school curriculum is comprehensive which covers all learning areas. The school is determined to encourage children to pursue for knowledge on their own initiative through play. This enables children to explore, think and unleash their creativity when engaging in diversified group and individual activities in a rich environment, so that they can develop positive values, acquire skills and construct knowledge. Teachers make reference to the teaching packages to select themes related to daily life when designing the integrated curriculum, thereby helping children understand the basic concepts. The school reserves time during and after the thematic teaching sessions for children to conduct class-based or cross-class project activities, so that they can explore the topics that they are interested in thoroughly. It also arranges more theme-related reading activities for children and encourages them to create stories. Moreover, the school sets up the "Precious Blood Television Channel" for children to report news and perform dramas, so as to encourage them to be aware of the social incidents and develop their ability and confidence in language communication and expression of emotions. The school implements its curriculum with thorough planning.

2.3 With respect to the daily schedule, the school arranges morning exercises and carefully selects nursery rhymes with light-hearted and fast beats for teachers and children to relax their bodies by following the music, so that they can begin their school life every day with a joyful mood. The school creates a natural and meaningful language environment for children. Children have many opportunities to expose to English and Putonghua through relaxing games, so as to enrich their language experience at an early age. They also have sufficient time to take part in free choice activities, yet the school should arrange physical and music activities for children daily to ensure a more balanced schedule. Recently, the school has redesigned the homework by using interesting tasks to help children comprehend and apply vocabularies, enrich their life experience and foster parent-child communication. Nevertheless, the school must cancel some of the homework that

are considered too difficult for K3 children in the second school term in order to improve the appropriateness of the curriculum.

- 2.4 In recent two years, the school has set its major concern as strengthening the free exploratory elements in play, with the aim of enhancing children's learning interests and facilitating the development of their self-directed learning ability. In the first stage, the school introduces the rationale of the plan to parents and arranges training and project activities for teachers. It also re-arranges the daily schedule, enriches the curriculum content, and sets up the environment meticulously to build a foundation for implementing the plan. In this school year, the school further strengthens the connection between play and the curriculum content and strives to encourage teachers to use flexible teaching skills, thus helping children learn by doing and develop the spirit of active exploration. As observed, teachers understand children's performance carefully. They provide appropriate guidance or insights to children according to their learning abilities. They also allow children to share their experience and demonstrate the new ways of playing during the concluding session, or to discuss the difficulties during the activity process together with children. The learning effectiveness is remarkable.
- 2.5 The school values children's moral education. It has regarded soliciting the capacity of home-school cooperation to nurture children's good morals as another major concern in recent two years. The school can make use of diversified activities at school and home, including the Politeness Ambassadors, care for the elderly campaign, toy donation, etc., to encourage children to put words into actions. In this way, children can learn and practise the positive attitudes of getting along with people and doing things, such as loving themselves and others as well as willing to share with others. This year, the school passes on the good experience gained from previous work by setting gratefulness, readiness to face challenges and so forth as the focuses of moral development, and incorporating these morals into the curriculum and daily activities. It also uses thematic content, children's firsthand experience, etc., to guide children to use multiple senses to experience the happy moments in daily life, and in turn learn to deal with difficulties and help each other solve problems. The plan is conducive to creating a harmonious, inclusive, optimistic and positive culture in the campus.
- 2.6 The school premises are peaceful and spacious with abundant teaching resources. Teachers plan and decorate the classroom conscientiously while they make good use of the campus space to set up various distinctive learning corners, for example,

exploratory corner, construction corner and playland. As a result, children can learn through play by means of manipulation and exploration, meanwhile unleashing their creativity by taking part in imaginative play and enhancing their social skills through peer interaction. Children have the opportunities to use different senses to learn, for example, touching and understanding the characteristics of different materials; observing and recording the changes of their bodies and natural phenomena; conducting simple experiments; and testing and exploring the growing patterns of plants. Children are enthusiastic about learning and have an inquisitive mind. They compare the similarities and differences of objects from various perspectives to experience the fun of interactive learning. The school creates a good environment for art creation and provides children with abundant and diversified art materials to select freely. Children compose their pictures and blend different colours with great care. They have unique ideas in creation and their work is ingenious.

- 2.7 Teachers work conscientiously and are well-prepared for their teaching. They make good use of multimedia and audio-visual equipment as teaching aids, enabling children to broaden their horizons. Teachers interpret stories by creating simple dramas. They increase teacher-child interaction by role-playing in a lively and interesting way together with children, and enhance children's expression ability by using narration to bring up queries. Teachers design demonstration activities carefully for children to make smoothie, small fountains and so forth with simple tools. They search for water source with children by walking around the campus together. The diversified activities effectively enhance children's motivation in learning on their own initiative. Teachers care about learner diversity. They not only record children's learning progress and maintain close communication with parents and other professional teams, but also use different teaching strategies to help children with special needs to progress continuously, for example, simplifying instructions, giving fine muscle or vocal muscle training.
- 2.8 Children are friendly, courteous and get along with peers harmoniously. They care for others and provide assistance to peers when necessary, demonstrating good affective and social development. Children are attentive and engaged in their learning. They are curious, observant and like exploring the surroundings. They express their own thoughts and views and share with others voluntarily, as well as raise questions with confidence and are eager to solve problems. Children are energetic and cheerful, with some of them showing good sense of humour to create

a relaxing and lively atmosphere in lessons. Children are willing to try and take up challenges. During activities, they cheer peers and appreciate one another to enjoy the fun of activities. Children possess good self-care abilities. They arrange their snack time, pour water, and pick food on their own. They also take the initiative to pack items and keep the campus clean and tidy.

- 2.9 The school ties in with the curriculum objectives and children's development to formulate the policy on the assessment of child learning experiences. It also provides concrete assessment guidelines for teachers to assess children's learning and development in different areas through continuous observation and record-keeping. The school develops learning portfolios to keep children's artworks, activity observation records, parent-child moments in daily life, etc., demonstrating children's performance in various aspects. Since last school year, the school has put the focus on recording children's performance that requires more attention, extracting content from teachers' meetings with parents, and summarising children's strengths and development directions based on the needs of individual child. Such arrangement enables the successive teachers to understand children in their classes as soon as possible, and give appropriate assistance according to children's individual differences so as to unleash children's potential. The school can consolidate and make good use of children's assessment information to adjust teaching strategies and refine the curriculum in an ongoing manner.

3. Recommendations for Enhancing Self-improvement of School

The school has a solid foundation for operation. It also has an excellent tradition and ethos, and values the professional spirit of the teaching team. In addition, the school can build partnership with parents based on mutual trust. However, it is still required to improve the daily schedule arrangement and revise some of the homework which is too difficult for K3 children in the second term, with a view to facilitating continuous self-improvement of the school for embarking on a new milestone of quality kindergarten education.