

**School No.: 157732**

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

## **Pristine Kindergarten**

**Block B, C & D, 1/F, Wah Kin Building, Tat Fai Path,  
YLTL 375, Yuen Long, New Territories**

**16, 20 & 22 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: 16, 20 & 22 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 Understanding the needs of children from various cultural contexts, the school provides them with appropriate education and care services. The management puts emphasis on the professional development of teachers and grasps their development needs through potent appraisal policies and procedures. It encourages and supports the staff to pursue studies in order to increase the effectiveness of teaching and caring for children's diverse needs. The school files and stores training records and reflections of teachers in an orderly manner while arranging for staff to share their acquired knowledge in meetings regularly, thereby promoting professional exchange among peers. The school recognises the rationale of school self-evaluation (SSE) and has established an SSE mechanism. Having regard to the school context and children's needs, the school has taken enhancing non-Chinese speaking (NCS) children's interests and abilities in learning Chinese as the major concern in recent years. The school makes good use of external resources to offer teachers with relevant training activities, such that the team's professional capabilities in assisting NCS children in learning Chinese could be strengthened. The work plan of the school is being implemented gradually.
- 1.2 The school accepts children's diversity and develops a clear identification and referral mechanism to provide adequate support to children with special needs. It holds cultural exchange activities to let children and families from different backgrounds get to know each other, so as to build an inclusive campus. It also organises parent-child activities and parent workshops to help NCS children and their families adapt to life in Hong Kong. Teachers keep close contact with parents through phone calls, face-to-face meetings and other channels, informing parents of their child's school life and learning. The school holds annual curriculum briefings to let parents know the learning content and teaching modes of each grade level. Parents recognise and appreciate the school's work and maintain a good and trusted partnership with teachers. In recent years, the school has also formed a parent-

teacher association to further enhance cohesion among parents. In addition to collecting parents' views, the association also assists the school in planning parenting seminars that cater for parents' needs, which is conducive to home-school cooperation in fostering the healthy growth of children.

## **2. Learning and Teaching**

- 2.1 The school makes references to the teaching packages to formulate the curriculum outline for each grade level. The content fully covers all learning areas and takes into account the cultivation of children's attitudes, acquisition of skills and knowledge. Teachers adjust the curriculum according to NCS children's life experiences and incorporate culturally responsive elements into each theme, such that children understand the similarities and differences between themselves and their peers in the areas such as diet and custom. Teachers also organise celebrations during traditional non-Chinese festivals for children to learn about the cultures of different countries, facilitating an inclusive learning atmosphere. However, the school must revise the curriculum design in light of children's abilities and developmental needs, and collate the content of thematic learning activities with an integrated approach. It must also devise the learning elements of early childhood mathematics in a step-by-step manner and remove the excessively difficult homework for K3 children in the second school term, improving the planning and implementation of the curriculum. For the daily schedule, the school is required to arrange sufficient daily music and physical activities to promote a balanced development in children.
- 2.2 The school sets a policy on assessment of child learning experiences in accordance with the teaching objectives. Teachers evaluate children by continuous observation and making records. They also invite parents to share children's performance at home on a monthly basis in the aspects of self-care ability and moral behaviour so as to comprehend children's development from multiple perspectives. Teachers create learning portfolios for children. They keep the assessment information systematically and meet with parents at the end of each school term, keeping parents informed of their child's developmental progress and providing relevant follow-up suggestions. However, the management is required to guide teachers to consolidate and analyse the information of children's learning assessment regularly to provide feedback to the curriculum planning and teaching design, hence utilising assessment

properly to expedite children's learning.

- 2.3 A curriculum management mechanism is in place. The management keeps abreast of the operation and implementation of the curriculum and provides timely support to teachers through participating in meetings, scrutinising curriculum documents and engaging in collaborative teaching. Teachers conduct teaching reflections, yet the content thereof mainly addresses teaching steps. They should examine the extent to which the teaching objectives have been achieved based on children's performance, with a view to adjusting teaching strategies where appropriate. At the end of a learning theme or a school term, the management leads teachers to hold meetings to review the overall effectiveness of the curriculum implementation. Some teachers are able to render specific suggestions for curriculum improvement, which enhances the learning and teaching effectiveness.
- 2.4 To help NCS children adapt to local life, the school is keen on strengthening their ability and interest in learning Chinese, considering it a major concern. Teachers deploy relevant strategies in designing teaching materials, such as producing teaching cards with sound effects which aid children in reinforcing the learnt Chinese characters, words and sentences at home. Teachers make an effort to collect rhyming songs and simple stories and compile them into a booklet that children can read at any time, allowing them to have fun while learning Chinese characters. Children love reading the booklet and singing aloud the nursery rhymes they have learnt. Meanwhile, teachers always offer encouragement and commendation to children, which effectively increases children's confidence in singing Chinese songs. It is observed that teachers often motivate children to greet and express their needs in Chinese. Teachers also apply what they have gained from training, such as adopting a proper pace of speech and body language, to assist children in comprehending the learning content while enhancing children's literacy by guiding them to observe the structures of Chinese characters such as radicals and components. Children are interested in grouping word components. They understand teachers' instructions and are able to answer questions in simple Chinese, showing that they have developed basic skills in Chinese listening and speaking. Moreover, the school organises diversified activities to enrich children's learning experiences, for instance, by launching a parent-child reading programme to provide children with more opportunities to read Chinese books. From time to time, the school arranges Chinese cultural experiential activities and visits for children, like shadow play appreciation and a tour to the Hong Kong Heritage Museum. It also introduces

children to festivals, such as the Mid-Autumn Festival and Lunar New Year, to let them try making festive lanterns and writing spring couplets so that they get to know and admire Chinese culture.

- 2.5 The school makes good use of the campus space and creates an environment that is conducive to boosting children's learning interest such as hanging children's work down from the ceiling and designing theme-matching interest corners using walls and other spaces available. The focus of the corner design falls on enabling children to consolidate or extend what they have learnt through manipulation and other sensory stimulation. Mixed-age play sessions are organised daily for children to choose to participate in activities in different classrooms according to their interests. For example, children explore the characteristics of water and ways of constructing large-scale work, create artwork with a variety of materials, or enjoy the fun of collective games. Children are actively engaged in all kinds of games. These not only allow children to gain new knowledge and unleash creativity through exploration, but also promote their social development through peer exchange and collaboration.
- 2.6 Teachers are kind and friendly. A good relationship is observed between teachers and children. Teachers are conscientious in teaching and well-prepared. They use pictures, real objects and other teaching aids to supplement teaching which makes children concentrate more on learning. Chinese speaking teachers communicate with children in Chinese, which is effective in setting up a context for children to use Chinese in daily life. Teachers lead children to sing and play during music activities, allowing children to feel the beat and express their emotions through movement, thereby getting pleasure from music activities. Teachers arrange physical activities for children. However, the waiting time for some activities is relatively long. Teachers are required to examine the use of venues and improve the design of the activities to ensure children have adequate space and opportunities for exercising, thus facilitating gross motor development. Some K2 and K3 children hold pencils in an incorrect manner. Teachers must design more activities that are beneficial to fine motor development to help children get prepared before learning to write.
- 2.7 Children love going to school. They are lively, energetic and eager to share their ideas and discoveries with teachers, demonstrating motivation to learn. Children get along well with peers that they play together from time to time. Some children help others proactively. After the activities, children tidy up things on their own initiative. After toilet time, they wash their hands thoroughly, possessing good self-

care abilities. They are pleased to be group leaders to assist teachers in completing tasks, demonstrating willingness to take responsibility.

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

- 3.1 The school recognises the inter-connected SSE process, viz. planning, implementation and evaluation. Yet, it must still follow up on the recommendations of the previous Quality Review to support the team in mastering the SSE skills pragmatically and discuss the development direction of the school jointly with teachers. The school is also required to adopt the whole-school approach when devising major concerns, map out concrete task objectives and successful criteria according to the major concerns, thereby facilitating the implementation and evaluation of the work plan.
- 3.2 It is necessary for the management to guide teachers in amending the design of the curriculum to formulate appropriate learning content. It must remove the K3 homework in the second school term that is too difficult and make sure that children are provided with opportunities to take part in physical and music activities every day. In addition, the management is required to guide teachers to inform the curriculum planning by utilising children's assessment information and to conduct reflections by focusing on the extent to which the teaching objectives have been achieved, thereby enhancing the effectiveness of learning and teaching from various aspects.