

School No.:576743

Quality Review Report (Translated Version)

The Salvation Army Centaline Charity Fund Kindergarten

G/F, Mei Mun House, Mei Tin Estate, Tai Wai, Shatin, New Territories

19, 20 & 25 March 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: 19, 20 & 25 March 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 maintains close liaison and devises the curriculum with the affiliated kindergartens under the same sponsoring body. It makes effective use of the shared resources by co-organising teacher training, parent education activities, etc. The management leads the team to pass on and deepen the knowledge. By means of peer lesson observation, mutual visits with other schools, a culture of professional exchange and sharing has been created. The school has a clear organisation structure. The management sets up diversified channels to communicate with teachers. It considers the views of staff and gives them appropriate feedback. The management allocates different duties to teachers in light of their abilities and interests so as to actualise their strengths. The teaching team works in harmony and has developed a sense of belonging to the school. With concerted effort, the team strives to enhance the education quality.
- 1.2 The school masters the inter-connected self-evaluation process, viz. planning, implementation and evaluation through practices. Teachers are used to reflecting on their teaching. The management leads teachers to review the work effectiveness in each area by adopting collective discussion and formulates the annual work plan according to the school context. For two consecutive years, the school has regarded enhancing children's exploratory ability through play as the major concern. In the last school year, the school capitalised on external professional support and conducted a trial project in K3 to strengthen the exploratory elements in play. In this school year, teachers discuss strategies during cross-class lesson planning to enrich the set-up of the learning environment and keep adjusting the arrangement of daily schedule to increase free exploratory activity time for children. Besides, the school analyses children's developmental needs in language and thus sets another major concern to arouse children's interest in learning English. The school devises appropriate implementation strategies and uses suitable evaluation tools to examine the implementation. The effectiveness of each task has been observed.

- 1.3 The school values home-school cooperation. It maintains close communication with parents and informs them of their children's learning progress. The school organises seminars, workshops and so forth to enhance parents' capacity in parenting. The school rallied parents' efforts in promoting the school's development and regarded this as the major concern in the last school year. It established the parent-teacher association to encourage parents to organise activities on home-school cooperation. Parents support the school and actively share their views with it. They are keen to participate in voluntary work such as creating teaching aids and telling stories on-site to children. Parents and the school have built partnership based on mutual trust and they work together to nurture children's growth.
- 1.4 The school respects and accepts the individual difference of children. There is a clear identification and referral mechanism to help children with special needs so that they can be provided with appropriate support services the soonest. Teachers design teaching aids with different levels, adjust the schedule of learning to write, arrange children for group activities, etc., in order to let children develop their potential according to their developmental pace. The school also caters for learner diversity. Teachers possess relevant knowledge and experience, and they discuss concrete support measures in light of children's different cultural backgrounds and needs. The school is meticulous in caring about children's growth and learning. The campus is filled with a caring and inclusive atmosphere.

2. Learning and Teaching

- 2.1 Under the leadership of the management, the school upholds its mission to facilitate children's whole-person development. It sets up a curriculum management mechanism and solicits teachers' professional capacity through curriculum meetings, lesson planning, observation and review policies, so as to enhance the teaching effectiveness continuously. Members of the teaching team possess respective strengths. They give an impetus to the planning and adjustment of the curriculum in a bottom-up approach. In addition to making reference to the guidelines of kindergarten education development in recent years and passing on good learning and teaching experience of the school, the team inspires each other to add innovative elements to the school-based curriculum. Teachers draw up teaching objectives and plans of environment set-up and game design. They endeavour to implement diversified teaching activities and summarise children's performance in the learning

process as evidence, meanwhile conducting regular reflection and making concrete suggestions to inform curriculum planning.

- 2.2 The school's curriculum objectives are clear. The curriculum content is comprehensive which includes basic concepts closely related to children's life, alongside interesting learning experiences and sensory experiential activities. The school creates a vibrant learning environment while adopting the project learning approach and play-based strategy to promote children's inquisitive mind. In this connection, children are enabled to discover fun in the relaxing play process during which their initiative in free exploration emerges. Teachers give children enough space and opportunities to extend their inquisitive spirit. Children are encouraged to learn from doing so as to develop a positive attitude towards life, acquire skills and construct knowledge. The school values children's affective and social development. It guides children to learn to take care of and appreciate themselves progressively. Children not only make attempts to accept and express care to others, but they also love their neighbours and the natural environment. When teaching the life education topics of the year such as gratitude and responsibility, the school works with parents to guide children to practise good behaviour such as treating people with courtesy and being accountable for their actions through storytelling, sharing experience and reward programmes.
- 2.3 The school designs a daily schedule for children to have sufficient opportunities to participate in various activities. In the second term of this school year, the school re-arranges the space and adjusts the combination of some activities with reference to the content in the refined *Performance Indicators (Kindergartens)*. It further ensures that children can have sufficient time for music and physical activities so as to relax their bodies and minds while actualising their potential.
- 2.4 The school devises major concerns to enhance teachers' skills of facilitating children's free exploratory abilities in play. Teachers decorate the environment with great care and provide diversified materials. They also design corner activities by integrating different learning areas for children to choose tools, rules of playing and playmates freely in order to provide them with joyful experience of self-directed learning. K3 children use milk powder cans, paper bricks and plastic bottles to make a speedboat; they cut carton boxes and assemble pipes to construct a well-equipped toilet. K2 children understand the amazing relationship between water, ice and salt, they explore through using the senses of tasting, smelling and touching; they also mix twigs, pine leaves and clay to create a collaborative three-dimensional

drawing full of natural elements. K1 children like playing the role of a farmer to sow seeds, water plants and observe the growth of plants in the indoor garden; they also appreciate the colours and patterns of flower petals carefully and guess the reasons of broken branches. During free choice activities, children are able to select appropriate equipment to design flexible playing methods. The activities are fun-filled, innovative and can help children train their physical fitness. Teachers observe children's playing process and adopt techniques such as the wait-and-see approach, questioning and taking part in children's play to extend and consolidate their learning interests. At the concluding session, teachers describe their findings from observation and revisit the experiences with children. They either encourage children to share their creative ideas with peers or bring up concrete examples of the learning obstacles faced by children. This can motivate children to think deeper and solve the problems together.

- 2.5 In this school year, another major concern of the school is enriching the English language environment to arouse children's interest in learning English. The school ties in with the learning focuses to provide children with a language environment related to everyday life. The strategies include displaying theme-related picture cards in the interest corners, providing more opportunities for teacher-child interaction in free choice games and arranging more English storytelling time for children. Teachers conduct these activities with earnest attitude and clear expression, setting a good language learning example for children. Children are willing to take part in buying and selling games, snack sharing, art creation, etc.
- 2.6 Teachers are well-prepared for the lessons. They use different tones and voices during storytelling. Furthermore, they ask questions in a timely manner to guide children to think. Teachers often praise children's good behaviour and encourage them to be self-disciplined, to follow rules and collaborate with one another. The teacher-child relationship is harmonious. Teachers accept learner diversity. They help children by means of corner activity design, individual counselling or assignment adjustment such as reducing the amount of writing vocabularies in a day or every week. Teachers keep in contact with parents to promote children's sustainable progress. Yet, the school must not request K3 children to do the exercises on column forms of calculation. It is also unnecessary for them to experience the assessment mode of primary school in the activities for transition from kindergarten to primary school. The school may keep organising its previous activities to facilitate children's mental health, social skills and help children develop

good living habits so as to make good preparation for their promotion to primary one.

2.7 Children are bright and cheerful. They comply with rules, treat others politely and get along well with peers, showing good affective and social development. They also possess good self-care abilities and are concentrated on learning. They are willing to express views, take the initiative to make queries and attempt to solve problems. Children enjoy reading alone or with peers, demonstrating basic abilities and interests in exploring the text. They like drawing and the topics of their work are diversified in which bright colours and detailed description of life events are observed, reflecting children's careful observation of things around them and their strong interests in using art as the means to express creativity.

2.8 The school sets up assessment items in line with children's development and the curriculum objectives. Teachers conduct assessment using continuous observation. They understand and record children's performance in the daily learning environment, meanwhile describing and analysing their learning attitude, language abilities, skills mastery levels, etc., thereby summarising children's strengths and the directions for sustainable development. The school also uses parent questionnaires, checklists of children's learning performance, highlights of daily life, etc., to reflect children's growth with evidences from different perspectives. Teachers are able to summarise the assessment information and use it as reference to adjust the curriculum content and teaching strategies. The sponsoring body is heading in the right direction to enhance the child assessment mechanism. It may continue to review the assessment items and criteria so as to optimise the effectiveness of assessment for learning.

3. Recommendations for Enhancing Self-improvement of School

The school strives to facilitate children's joyful and healthy growth by providing them with comprehensive education and care services. Yet, the school may consider revising the design of some assignments and cancel the primary school assessment experience in the activities for transition from kindergarten to primary school, so as to refine the curriculum and promote the school's self-improvement in an ongoing manner.