

School No.: 564370

Quality Review Report Translated Version

**Sisters of the Immaculate Heart of Mary
Wong Tai Sin Kindergarten**

**4/F, Wong Tai Sin Community Centre, 104 Ching Tak Street,
Wong Tai Sin, Kowloon**

16, 17 & 19 December 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: 16, 17 & 19 December 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 upholds its mission to provide suitable education and care services for children. The management demonstrates good understanding of the school's foundation and developmental needs, and is able to effectively tap community resources and external professional support to promote school development. With a view to reinforcing teachers' professional competence, the management guides the teaching team to evaluate their teaching efficacy and suggest improvement measures by analysing children's learning progress. The management welcomes teachers' views, and suitably empowers teachers to participate in the planning and coordination of school work. Through encouragement and experience sharing, teachers can exploit their strengths by shouldering responsibilities in promoting the school's continuous development.
- 1.2 The school follows up the recommendations of the previous Quality Review by reviewing and refining the appraisal system. Through continuous self-evaluation and assessment by the management, teachers can better understand their strengths and needs of professional development. Such information is also used as reference for work allocation and manpower planning. With a solid school self-evaluation (SSE) mechanism in place, the teachers are led by the management to suggest ways to improve the effectiveness of the school's work plan. Last school year, the school took fostering children's moral development as the major concern. It set learning focuses that catered for children's needs and deepened teachers' understanding of the related aspects through professional training. According to its evaluation results, the school further promotes children's positive values by involving more parent's participation this year. Parent seminars and parent-child moral development activities are organised to enhance home-school partnership. In order to address children's needs, the school sets enhancing children's physical development and exploratory ability as one of the major concerns for last school year and this school year respectively. A progressive development plan with concrete objectives was formulated. Through enhancing teachers' professionalism, the objectives set out in

the work plan are deemed effectively met.

- 1.3 The school puts in place an effective identification and referral mechanism for children with special needs. The school aptly deploys teachers with relevant experience and qualifications to offer appropriate support for children. Strategies on how to take care of the children in need are discussed and exchanged among the teaching team from time to time, so as to build an inclusive learning environment. The school attaches great importance to the kindergarten-primary interface. Suitable activities are arranged for children to understand primary school life, appropriately prepare them for the promotion to primary school. In addition, the school contacts principals of different primary schools in the district to organise on-site seminars on children's smooth transition to primary one, providing parents with sufficient information to support their children about the challenges. The school develops various channels to communicate with parents. It not only collects parents' views through the parent-teacher association, but also informs parents of its latest updates and development focuses by means of parents' day, school bulletins, electronic communication platform, etc. The school arranges appropriate parent education seminars and lesson observation for parents to understand their children's developmental characteristics and learning progress. It also encourages parents to read with their children in the paired reading session at school in order to further enhance parent-child relationship. The school recognises the significant role of parents in children's growth and development, and is seen to be trusted and supported by parents.

2. Learning and Teaching

- 2.1 The school offers a theme-based integrated curriculum which covers all learning areas. In recent years, the school has strived to develop a school-based curriculum. It aims to strengthen the connection between the learning content, children's daily experience and the community they live in. Visits and festive activities are arranged to enrich children's learning experiences. Through daily religious story reading and prayers, children also learn to care for others. Furthermore, an appropriate daily schedule is arranged for children to have whole-class, group and individual learning activities as well as sufficient music, physical, art and free choice activities, thereby facilitating their balanced development.
- 2.2 The school formulates the assessment in accordance with the curriculum objectives. Teachers design appropriate assessment items and assess children's learning as well

as performance through continuous observation and records. They also invite parents to observe their children's daily development in terms of self-care and emotional management, so that teachers can have a better grasp of children's development at home. Teachers conclude children's performance and maintain records of various child assessment information in the learning portfolios properly. They also meet with parents in a timely manner to inform them of their children's development progress. The school summarises and analyses the child assessment information, and uses the related information to inform and improve curriculum design.

- 2.3 The school has a curriculum management and monitoring mechanism. A group of staff, including senior teachers and coordinators of each grade level, is formed to design the curriculum content for children's all-round development. The management understands the progress and effectiveness of curriculum implementation through lesson observation, scrutinising documents, attending teaching meetings, etc. Through peer sharing and learning, a lot of effort has been put into establishing a professional learning community for teachers. Sharing of knowledge in different learning areas further facilitates teachers' professional exchange and growth as a result. Teachers review their teaching and can generally make reference to children's performance to reflect on the effectiveness of the activities. By conducting peer lesson observation and evaluation, teachers can find out their strengths in teaching and even raise concrete suggestions for further improvement.
- 2.4 The school values moral education. To further foster children's positive values and a caring attitude, the school arranged this as the major concern of last school year. The school implemented different moral development activities to encourage children to treat others with courtesy and greet each other proactively, such as helping family members complete simple tasks and visiting the elderly centre. The school also provided opportunities for children to learn and practise good behaviour and care for others through experiential learning. As observed, children are disciplined, polite and willing to help others. The school understands the progress of the annual work plan and adjusts the implementation strategies with reference to the evaluation data. This school year, it strives to enhance parents' participation and organises additional parent seminars related to moral education, while encouraging parents to take part in the activities, such as praising children's good behaviour, enabling parents to understand the importance of moral education in children's development.

This can facilitate the cultivation of children's good morals.

- 2.5 Last school year, the school set enhancing children's physical development as another major concern. The school arranged members of the core group to discuss and design content and strategies that met children's physical development, so as to increase children's opportunities to explore during physical activities. As observed, teachers guide children to perform movement exercises and engage in skill training. They also encourage children to use different materials to design various fun ways to play with peers, thereby enhancing their ability to cooperate with others. After conducting professional dialogues on summarising and analysing data collected from the school's self-evaluation, it is decided that the major concern of this school year is promoting children's exploratory ability. The school cooperates with external professionals to strengthen teachers' ability in designing games through case study and collaborative lesson planning. It also provides children with diversified materials during the physical sessions, encouraging children to create games they like. Children are engaged in the activities, showing their creativity. They use a number of materials to build a track for obstacle races with different levels of difficulty. They then complete the games with peers by applying different skills, such as crawling and jumping. However, some teachers fail to offer proper intervention or guidance during the activities. The management may consider strengthening teachers' abilities in observing and analysing children's performance, helping teachers demonstrate the role of facilitators.
- 2.6 Teachers decorate the learning environment according to themes. They set up different kinds of interest corners in classrooms where diversified materials are prepared to encourage children to learn by using their senses. Teachers also provide children with appealing picture books. They often tell stories to cultivate children's interest in reading. As observed, children play and enjoy reading books with peers. They enjoy creating artworks and drawing with the use of various materials as decorations, demonstrating their creativity. K3 children are engaged in imaginative play. They imitate farmers to feed animals and discuss the proper ways to manage the farm together. In gist, teachers can provide diversified learning and play materials in accordance with children's abilities to arouse their interests, which is conducive to promoting children's learning through play.
- 2.7 Teachers have a friendly and nice teaching attitude. They serve as role models and set good examples for children. They cater for children's diversity through individual guidance and learning content adjustment. Teachers tell stories in a

lively way, and use exaggerated facial expressions and props to attract children. They can generally use real objects, picture cards to assist their teaching effectively. Yet, some teachers tend to guide children to give expected answers. They fail to help children elaborate their responses by asking follow-up questions so as to facilitate children's thinking and discussion. During music activities, teachers sing nursery rhymes and perform movements with children in accordance with the words of the songs. To further unleash children's imagination, teachers may consider leading children to respond to rhythms of the melodies and create rhythmic movements.

3. Recommendations for Enhancing Self-improvement of School

The school creates a caring atmosphere on campus and plans strategies to cater for children's physical and psychological needs properly. The school has set fostering children's exploratory ability and moral values as the major concerns in these two school years. It has specific objectives and can adjust the strategies according to the implementation results. Regarding the development plans, the teaching team may further explore better ways to increase the elements of free exploration and share the skills of facilitating children's play among teachers. The management is advised to lead teachers to improve their questioning techniques and the design of music activities through the interconnected self-evaluation process, viz. planning, implementation and evaluation, thereby demonstrating the team spirit to promote the school's continuous progress.