

School No.: 153087

Quality Review Report (Translated Version)

**S.K.H. Crown of Thorns Church
Sadick Kindergarten**

**Portion of G/F-1/F & Portion of 3/F-4/F, 67-73 Texaco Road, Tsuen Wan,
New Territories**

26, 27, 28 February & 1 March 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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: 26, 27, 28 February & 1 March 2024

- 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 adheres to the education rationale of child-centredness to provide adequate assistance to the school in aspects such as administrative management and care services while fully supporting the school in developing a school-based curriculum with unique features. The management has extensive experiences in administration and curriculum leadership. It thoroughly grasps the context of school development and understands the kindergarten education development trends that it puts much effort into team cohesion, hence achieving the school vision and mission of attaining continuous improvement with concerted efforts. The governance structure of the school is stable. The management performs coordination and supervision professionally. In response to the school's clear development direction, the management empowers team members to handle the curriculum and school work with a division of labour to exploit their strengths in different areas, ensuring a smooth operation of the school. The management introduces external professional support to bring new teaching ideas to teachers, which facilitates teachers' professional growth in an effective manner. In tandem, induction is provided to teachers with less experiences and they are arranged to work closely with their experienced counterparts, establishing a positive atmosphere of mutual support and encouragement. Teachers are vibrant and passionate about teaching. They communicate with one another and explore teaching strategies proactively to drive the school forward collaboratively.
- 1.2 The school has followed up on the recommendation of the previous Quality Review to refine the arrangement of physical activities to enhance children's learning effectiveness. It has established a sound school self-evaluation (SSE) mechanism and embedded the SSE rationale in daily practices. The management is effective in leading various functional groups to review the work effectiveness on a regular basis, and taking account of the school context as well as stakeholders' views to discuss the priority tasks of the school with all teachers. In this school year, the school draws

on the good experiences of fostering moral education to take a step forward in adopting diversified modes to nurture children's positive thinking and attitudes. Meanwhile, it regards promoting Chinese culture as another major concern. Through holistic curriculum planning, the school strategically incorporates elements of Chinese culture into teaching and meticulously organises experiential activities to deepen children's understanding of the country and traditional culture. The school also deploys proper implementation strategies in the aspects of teacher professional development and parent education to cater for the needs of different stakeholders. The outcomes of the work plan are evident.

- 1.3 The school cares about and respects learner diversity. It sets up a proper mechanism to identify children with special needs so that they can receive appropriate referral and support services the soonest. Adaptation activities are arranged for the newly admitted children while primary school visits and experiential activities are organised for K3 children, and graduates and their parents are invited to share their experiences. These measures help children prepare well in terms of their psychological needs and living habits for embracing new learning stages. Communication with parents is of great significance to the school that parent newsletters are published periodically to facilitate parents to have good understanding of the curriculum and school development. Moreover, the school invites parents to take part in children's learning showcases, parent-child activities and volunteer services to gain personal experience of children's learning process. Parents enhance their competence in parenting and understand practical means of positive education through different types of talks and workshops. Thus, home and school work as one for fostering children to thrive and grow.

2. Learning and Teaching

- 2.1 The school is committed to planning a comprehensive curriculum with interest and inspiration. It takes children's life experiences and abilities as an entry point to design diversified sensory activities to lead children to explore and carry out projects, fostering their whole-person development. Teachers guide children to observe things around them to enhance their understanding of life. They adjust the teaching progress and strategies in a flexible manner, and extend the content of exploration in light of children's curiosity, hence effectively inspiring children's active learning and unleashing their potential. Children are given ample opportunities to participate in

physical, music, art and other activities, leading to an all-round development. They build a keen sense of making discoveries and confidence in problem-solving by gathering information, playing free choice games, displaying learning results, etc. Children also develop their language skills through a rich language environment and social interactions. Teachers make use of children's learning journey to create childlike picture stories, play materials and so forth for children to have a greater interest and a sense of ownership in learning, thereby encouraging children to continue exploring and seeking knowledge.

- 2.2 The school assesses children's performance through continuous observation and documentation. Teachers devise assessment items with reference to the content of learning units and provide comprehensive comments to demonstrate children's learning in different domains. In keeping with the curriculum objectives of the school, teachers may add assessment content related to children's exploratory abilities to reflect children's specific progress in learning activities. The school employs parent-child learning tasks to encourage parents to help children gather information and produces activity booklets of each learning unit with highlights to keep parents informed of children's learning at school. The school summarises children's development, collates and makes use of the assessment information to follow up on children's learning and inform curriculum planning.
- 2.3 The school has established a proper mechanism for curriculum coordination, monitoring and evaluation. The management attends lesson preparation meetings to coordinate the learning content of each grade level and strengthen the coherence of the entire curriculum. It also leads teachers to discuss and exchange experiences in activity design, teaching pedagogies, resource utilisation and so on, hence using the collective wisdom and exploiting their professional capacity to plan and implement the curriculum. The school makes good use of external professional support to promote the major concerns. Teachers enhance their professional competence continuously by observing lessons and visiting network schools. The management scrutinises curriculum documents to keep track of teaching. It regularly takes part in classroom teaching to provide supervision and support to teachers, thus monitoring and refining the curriculum in an effective manner. Teachers conduct routine teaching reflection to get a grasp of children's developmental needs and analyse children's performance to evaluate the effectiveness of learning and teaching.
- 2.4 In response to the major concern of this school year, the school strategically

incorporates Chinese cultural elements into the curriculum and enhances children's sense of appreciation and recognition of traditional culture. Teachers integrate content of Chinese architecture, ancient inventions, nature education and so forth, with different learning units in a meaningful way to arouse children's interest in observation and exploration, thereby deepening their understanding of the country. Children learn about the culture in multiple aspects that encompass traditional virtues, art and customs through story sharing, experiential learning and festive activities. It is observed that children learnt to appreciate the features of ancient architecture as they added auspicious ornamentations representing good fortune when drawing the roofs, doors and windows of buildings. They looked for treasures hidden on campus by teachers with self-made compasses and spoke out the present-day devices for finding directions. The school holds the national flag raising ceremony on important days with children serving as flag raisers, during which teachers and children follow the relevant etiquette to build their sense of belonging towards the country.

- 2.5 Another major concern of this school year is promoting positive education. The school incorporates related learning elements into daily teaching and organises workshops for children to have relevant experiences. In addition, it encourages children to set goals for themselves and practise positive behaviour, then conduct reviews during free choice activities. Teachers use visual symbols to pair the core positive behaviour with different fruits and remind children to learn caring and perseverance, exercise creativity, etc. As observed, children made art and craft works, then shared how they used fruit of creativity to invent multifunctional schoolbags to fulfil their wishes. Some children used hard-shell nuts of perseverance to encourage their peers not to give up easily when facing challenges. Children are able to conceptualise virtues with concrete images and try hard to practise positive attitudes and behaviour in daily life.
- 2.6 The school carefully plans and utilises its space to set up exploratory, reading, planting and other zones to facilitate children to learn through diversified activities. It also adapts different venues and facilities to arrange various types of physical skill activities and circuit games. The campus is decorated with children's works and parents' words of appreciation to their children, creating an atmosphere of love and appreciation. A large collection of books, children's works of project learning and information booklets are displayed in the reading zones. Children love reading and talk to their peers using puppets. They always flip through learning booklets and

confidently introduce their works to good friends for sharing their learning and living. Different types of building blocks are available in the constructive corners. Children build tracks with plastic tubes and discuss with their peers in making small balls sliding down more smoothly, hence constructing knowledge through self-directed exploration. There are plentiful materials and tools for children to unleash their creativity to make drawings, paper cutting and art and craft works. Children learn from one another as they go to the display racks to appreciate the distinctive works of their peers. They are also engaged in different interesting fine motor games, steadily developing their eye-hand coordination.

- 2.7 Teachers conscientiously prepare for teaching and arrange a variety of project learning activities with clear objectives. During these activities, teachers nurture children's inquisitive mind and collate children's discoveries systematically. They then discuss with children the next step of inquiry to extend learning. After the activities, teachers ask open-ended questions to guide children to share their experiences and views while purposefully providing children with opportunities for peer interaction. As observed, children showed flexible thinking during games and were willing to cooperate with their peers to think of solutions to problems. Children actively shared their ideas and would ask each other questions to stimulate their thinking, demonstrating good expressive skills and social development.
- 2.8 For the physical activity arrangement, teachers design interesting throwing games like snowball throwing and firefighting that tie in with different scenarios as well as arranging activities such as walking on a balance beam and bouncing the ball forward. They encourage children to make use of simple materials to create various ways of play. Through clear teaching demonstration, teachers help children master basic movements to develop their body agility and coordination, building a healthy physique. Children create their own obstacle races using bean bags, paper bricks, plastic rings and other materials, and then run over the obstacles with their peers happily. There are explicit learning objectives in music activities. Teachers conceive diversified games to lead children to sing, play musical instruments, appreciate songs, etc., so that children can feel the beat and distinguish the timbres between instruments. Through body and rhythmic movements, teachers inspire children's creativity. Children are engaged in the activities to enjoy the beauty of music and the pleasure of activities.

3. Recommendations for Enhancing Self-improvement of School

The management fully grasps the foundation of school development, formulates clear objectives to promote the school-based curriculum and sets up an inspiring learning environment to nurture children's attitude of active learning. For the design of children's assessments, the school may add assessment content related to children's exploratory abilities according to the curriculum objectives and continue to provide children with quality kindergarten education.