

School No.: 156493

Quality Review Report (Translated Version)

S.K.H. Holy Spirit Church Kindergarten

118-129, Shun Wo House, Wo Che Estate, Shatin, NT

7, 8 & 10 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: 7, 8 & 10 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 school has clear working guidelines. Staff discharge their duties properly and work closely to share their work. The school's daily operation is smooth. The management leads teachers review the work effectiveness of the school in every aspect collaboratively through the school self-evaluation (SSE) mechanism, so as to devise the development directions for the next year. By taking the school's context and children's needs into consideration, the school has regarded developing teachers' leadership skills, fostering children's moral development and facilitating children's self-directed learning as the major concerns for this school year. The plans have been launched smoothly. The school follows up some of the recommendations of the previous Quality Review (QR), including revising the daily schedule to promote children's balanced development, and starting the implementation of peer lesson observation in recent years so as to increase the opportunities for teachers to learn from one another.

1.2 The school cares about children's diverse needs. It has a mechanism for identifying children in need, and makes good use of external resources to assist those children the soonest. The school understands the importance of home-school communication. It keeps in contact with parents by means of different channels and provides non-Chinese speaking (NCS) parents with English bulletins to help them stay connected with the school updates. In addition, the school invites parents to be volunteers to assist in implementing activities. It also accepts parents' suggestions in this school year about planning to arrange lesson observation for parents, so that parents can better understand their children's learning and the education rationale of the school.

2. Learning and Teaching

2.1 The school devises its school-based integrated curriculum by making reference to the mission of the sponsoring body and the suggestions in the *Kindergarten Education Curriculum Guide*, as well as taking children's interests and life experience into

consideration. The curriculum is comprehensive that it covers all learning areas including the cultivation of children's attitudes and the learning of skills and knowledge. The school utilises community resources to organise theme-based visits in order to strengthen children's understanding of the themes through firsthand experience. In this way, children's learning interests and effectiveness can be enhanced. Apart from that, the school uses project approaches for children to engage in gathering information and investigation activities so that children can gain more experience in self-directed learning. The daily schedule of the school is organised properly with sufficient time for music, physical and free choice activities every day, which is conducive to fostering children's balanced development. The school has adjusted the assignments gradually by reducing the amount of writing exercise in recent years. Yet, some assignments for K3 children are rather difficult. The school must continue to improve by deleting inappropriate assignments. In addition, the school organises activities for K3 children to experience school life of primary one in the second term, hoping that children can have initial understanding about the learning mode of primary school. However, the school is not able to arrange free choice activities for K3 children during the said period. The daily schedule is imbalanced. Moreover, the learning content is a bit difficult for children to master. The school is required to review and improve the arrangement so as to ensure that children can have balanced learning experience and the learning content should meet children's abilities and learning needs for the transition activities to facilitate the interface between kindergarten and primary school.

- 2.2 The school assesses children's learning performance through continuous observation and keeping records. It develops learning portfolios for children to maintain records of various assessment in order to inform parents of their children's development progress. Teachers set the assessment items according to the learning content in themes. They review children's performance in all areas based on the formulated assessment criteria. The assessment content is comprehensive. The school summarises children's learning performance at the end of the school term. Yet, the content for some of the assessment tools are repetitive which causes confusion. The school should revise the assessment tools and consolidate the assessment content so that teachers and parents can understand children's learning more clearly. The school seldom makes use of the information of child assessment to evaluate the curriculum at the moment. It should further analyse and collate the information of child assessment to provide feedback for curriculum planning so as to

foster continuous enhancement in learning and teaching.

- 2.3 The school has developed a mechanism of curriculum monitoring and review. The management monitors the implementation of the curriculum through lesson observation, scrutinising documents and attending meetings in order to provide guidance to teachers. Teachers reflect on their teaching after completion of the activities every day. However, the reflection focuses mainly on reviewing the discussion session in themes and describing the lessons. The problems and suggestions for improvement are yet to be raised. The management should reinforce its leadership to encourage teachers to review the overall teaching arrangement based on children's performance and provide suggestions for improvement, so as to enhance the effectiveness of learning and teaching. In recent years, the school determines to develop teachers' leadership skills so that more teachers can take up the coordination work of the curriculum. Nevertheless, the planning on the work allocation and teachers' professional development is not thorough enough. The management must provide timely support when empowering teachers. It should also offer teachers suitable training in accordance with their experience and abilities so that teachers are able to accumulate experience progressively to develop their talents.
- 2.4 The school strives to facilitate children's self-directed learning and has taken it as the major concern for this school year. It improves the design of corners in classrooms gradually by increasing the varieties of games, with a view to enhancing children's learning motivation. In addition, it arranges construction activities for children to unleash their imagination and creativity. As observed, the classroom is decorated by themes while the learning materials in the interest corners are manipulative. During free choice activities, children participate in different kinds of games according to their own interests. Children generally engage in the activities and the atmosphere is relaxing. They team up to play the role of hairdressers, doctors and so forth in the imaginative play corner. Good communication skills are demonstrated. Children also make use of a wide range of materials to demonstrate their creativity in the art corner freely. Their creativity is shown. Meanwhile, children use eco-friendly materials to construct different buildings collaboratively in the construction corner. There are adequate and appropriate books for children in the book corners. Yet, the book corners are located at the attic in the classroom, which is difficult for teachers to observe children. Most children do not read conscientiously. Moreover, the objectives for some corner activities are not clear

enough. Hence, the learning effectiveness is just fair. The plan is still in its developing stage. The school has to improve the design and location of the corner activities to enhance the overall effectiveness. Some teachers participate in children's activities. Yet, they mainly take the role as instructors and rarely guide children to think further. Teachers are recommended to review their roles in self-directed learning activities for providing intervention and inspiration in a timely manner, with a view to enhancing children's learning motivation.

- 2.5 The school has taken nurturing children's moral development as its major concern in the recent two years in view of children's developmental needs. The school helped children gain basic understanding of life education in last school year. After reviewing the effectiveness, the school uses religious activities as a starting point in this school year for children to learn to care about others, express and control their emotions through storytelling and play. In each class, children are nominated to be the moral ambassadors to demonstrate good behaviour such as showing gratitude to peers, being cooperative, etc. In addition, the school arranges parents to assist in recording their children's performance at home. The activity is supported by parents. Children fully devote themselves to the activities and are polite to others. They care about peers voluntarily and are willing to share their feelings. The effectiveness of the plan has been observed preliminarily.
- 2.6 The school can make good use of space to display children's work for them to learn from one another. The school organises discussion in themes and music activities in the classrooms. Most teachers are able to arrange appropriate venues to implement the activities smoothly. That said, children cannot clearly see teachers' instruction in some of the activities. Teachers must pay attention to the seating arrangement to make sure that they can take care of children sitting in different positions. The school uses a nearby venue of the housing estate to carry out physical activities in order to increase space for the activities. However, it is observed that some activities are led by one teacher only. It is difficult for the teacher to lead the activities while taking care of the safety and order of children. The school must take note of children's safety when carrying out activities in public area and increase the manpower to provide assistance, so as to make sure that children can engage in the activities under a safe condition.
- 2.7 Teachers are amiable and respect children's diversities. They care about NCS children and children with special needs. According to their needs, teachers adjust the assignment content, reinforce individual guidance, encourage peer collaboration

and so forth to enhance the learning effectiveness of children and create an inclusive atmosphere in the campus. Teachers strive to increase teacher-child and child-child interaction. They ask children questions from time to time while providing children enough time to respond. Yet, when some teachers arrange children to conduct group sharing, the discussion topics are inappropriate and fail to guide children to express their thoughts effectively. Teachers must think thoroughly to design appropriate topics for discussion according to children's abilities and life experience, and encourage children to learn from one another by guiding them to share and express ideas.

2.8 Children are energetic and enjoy going to school. Most of them are engaged in various kinds of learning activities, and getting along harmoniously and happily with peers. Children show good verbal communication skills and introduce their work to others willingly. They are able to put on and take off their coats, take the food, tidy up tableware and use their towels to wipe sweat off during physical activities, demonstrating good self-care abilities. Most children are obedient and willing to follow teachers' instructions, yet some of them fail to do so during activities. Teachers should uphold the practice of classroom routines to nurture children's attitudes of self-discipline and obedience. Some children's writing posture is unsatisfactory. Teachers should reinforce the guidance on the correct way of holding pencils to help children develop good writing habits.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school has positive attitudes towards its SSE. However, the overall planning of the school's major concerns is not comprehensive enough. The school must actively follow up the recommendations of the previous QR. The management must continue to strengthen its professional leadership and enhance the teaching team's understanding of the SSE principle and skills, with a view to formulating concrete and specific goals for the major concerns, devising detailed working strategies and mapping out appropriate success criteria to evaluate the effectiveness of the plan. The school pays attention to teachers' professional development and encourages teachers to pursue further studies. Yet, teacher training is not well-planned. The school must organise training activities for teachers strategically in accordance with the school's development and professional needs of teachers.

3.2 The management must strengthen its leadership in curriculum and lead teachers to review and improve the overall learning and teaching, including reinforcing teachers'

reflective abilities and teaching skills, improving summative assessment so as to clearly reflect children's development progress, and enhancing the appropriateness of the assignments and activities for K3 children to experience school life of primary one, thereby improving the overall effectiveness of learning and teaching.

- 3.3 The school communicates with parents well and tries to organise different activities for parents to understand their children's learning. Yet, the effectiveness is just fair. The school should strengthen the planning on the work related to parents and let them grasp information about parent education through diversified channels, in order to improve their parenting skills. The school may also arrange lesson observation and other activities for parents to know more about the school's education rationale and objectives, thus enhancing the effectiveness of home-school cooperation.