

School No.: 542687

Quality Review Report (Translated Version)

Sagarmatha Kindergarten

**Flat A, B, C & F, 2/F Len Shing Mansion,
162-168 Castle Peak Road, Yuen Long, New Territories**

24, 25 & 27 October 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 24, 25 & 27 October 2022

- 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 cares about the school's development. The school has established an organisational structure in which the authorities and responsibilities of the staff members are properly defined. The school has followed up on the recommendations of the previous Quality Review to enhance the professional development of the teaching team through arranging lesson observations and training activities. The management maintains communication with teachers through regular meetings. It takes teachers' preferences, abilities and experiences into consideration when assigning job duties. In general, the team is able to stay united and works in a harmonious atmosphere to maintain smooth operation of the school.
- 1.2 In respect of school self-evaluation (SSE), the leadership team is responsible for reviewing the work of the whole year and formulating the focuses of development for the coming year. In recent years, the school has put emphasis on parent education to organise seminars and lesson observation activities for parents of K1 children to facilitate their understanding on the growth and development of children. Teachers identify children's needs, provide support to them and discuss with parents the ways to help their children get adapted to school life as soon as possible. The school establishes different channels to communicate with parents and releases the school information to parents in a timely manner. It values parents' views and follows up on their enquiries actively.
- 1.3 The school accepts children with different backgrounds and needs. External resources are tapped for catering for children's special needs. Social worker's advice would be sought to refer children to professional assessment and provide support to them when necessary. Activities are conducted for K3 children to understand the school life and learning mode of primary one schooling. Information on primary school education is provided for parents to help them accompany their children to go through the transition period.

2. Learning and Teaching

- 2.1 The curriculum of the school is organised by themes with an integrated approach which connects the learning objectives and content of different learning areas. Same learning themes with progressive learning content are arranged for children of three grade levels to cater for their developmental needs. The daily lesson plans list the learning objectives which cover values and attitudes, skills and knowledge. Sufficient time is provided to children for music, physical, art and free choice activities every day. Yet, the learning objectives of physical and music activities are obscure and hence the activities are arranged without clear focus. The physical activities are loosely organised which can barely develop children's gross motor skills. The music activities are designed with limited musical elements which are insufficient for children to enjoy the fun. To enhance the effectiveness of music and physical activities, learning objectives and teaching steps of physical and music activities should be discussed and formulated precisely. Both physical and music activities could be arranged with more varieties of activities to enrich children's learning experience. For the homework arrangements, it is observed that K1 children have to trace lines of numbers and alphabet letters in the writing practices. They are even required to write English letters and Chinese words in the second term of school year. The school should take note that the fine motor skill of K1 children is under development and they should not be requested to hold pencils and write. Apart from that, there is mechanical copying and the progress of writing homework is aggressive for both K2 and K3 children. Some of the mathematics homework for K3 children are too difficult also. The school should review the design of homework and delete those which are inappropriate to the developmental needs of kindergarten children.
- 2.2 The majority of children in the campus are non-Chinese speaking (NCS) children. The school is aware of the importance of learning Chinese language and culture to help children get adapted to Hong Kong society. It designs activities for children to experience traditional Chinese festivals like the Mid-Autumn Festival, the Double Ninth Festival and the Chinese New Year. Teachers introduce the concept of ancestral worship, as well as the related custom and rituals. They also tell Chinese legends and arrange relevant dramatic play activities for children. Besides, measures are taken to arouse children's interest in learning Cantonese. Children are required to speak Cantonese for greetings when entering the school. There are activities in which children have to take turns to answer teachers' questions in

Cantonese and are encouraged to speak in complete sentences. As observed, children were devoted in the activities and tried their best to speak in Cantonese. K3 children showed their capabilities in speaking simple Cantonese sentences. Yet, it is observed that the teachers tended to mix Cantonese and English in conducting lessons. Teachers should serve as the role model for children's language learning and create an authentic and language-rich environment for children to expose to and grasp a language through immersion. The mixed use of two languages in lessons will prevent children from learning the right usage of English or Chinese. Teachers should avoid such practices so as to establish children's awareness of differentiating languages. They may also offer further guidance for children by stressing the pronunciation and intonation on Cantonese speaking.

- 2.3 On curriculum coordination, the management formulates the curriculum outline, which serves as a framework for teachers to draft lesson plans for different learning themes and design activities to achieve learning objectives. The management monitors the implementation of curriculum by document reviews and lesson observations. It holds meetings with the teachers every Friday to reflect on their teaching and discuss the preparation of lessons. There is also a year-end review with adjustments for the curriculum. However, the meetings on Fridays focus more on the administrative issues of teaching routines. They lack discussions of teaching review findings, concrete suggestions for improvement and follow-up actions. The habit of teaching reflections is yet to be developed among the teachers. Though a "reflection" column is prepared on the lesson plans, little reflection records can be found. The management should lead teachers to conduct regular reflections on teaching and provide feedback for improvement so as to enhance the effectiveness of learning and teaching. Also, the school should pay more attention to the documentation and filing of relevant curriculum records for follow-up actions and future reference. The knowledge management will also benefit the professional development of the teachers.
- 2.4 The school assesses children's development through continuous observation and records. It is relatively comprehensive and able to reveal the children's growth and learning since the assessment items are set with reference to the learning objectives, learning contents and cover children's values and attitudes, skills and knowledge. The objectivity and coherence of assessment criteria are ensured through discussions among teachers. The school develops learning portfolios for children with systematically maintained records of their development. There are observation

descriptions for children's performance in different activities, record sheets of theme assessment and a summative narration with clear suggestions in the term-end report. Parents are able to understand the learning and development of their children clearly through students' handbooks, theme assessment records and term-end meeting with teachers. For improving the effectiveness of learning and teaching, the school is suggested to make good use of the assessment data for analysis of teaching performance and informing the curriculum development.

- 2.5 The school attaches great importance to the environmental setting for children to learn. The classrooms and the interest corners are decorated and designed in accord with the learning themes which can consolidate and extend children's learning. Yet, the teaching aids in the interest corners are with insufficient fun and attractive elements. Most of the interest corner activities lack exploratory elements and tend to be monotonous to instill knowledge through simple tasks like matching. Teachers should pay more attention to the design of teaching aids to offer opportunities for children to explore knowledge and interact with each other. More real objects and three-dimensional teaching aids could be adopted for children to manipulate so as to stimulate their sensory development and enhance their learning interests.
- 2.6 Teachers prepare and collaborate well in theme-learning activities. Besides making good use of toys and pictures to draw children's attention in classes, they motivate children to learn through games, dramatic plays and songs with revised lyrics, which effectively deliver the learning content and enhance children's understanding to the learning topics. Dramatic play activities, accompanied with masks, costumes and props, are infused in teaching. Hence, the learning objectives are achieved through engaging children in the fun of different role-playing games. Teachers are caring and attentive to each child in the learning activities. Yet, it is observed that there were too much guidance and restrictions from teachers on children's artwork. More freedom should be given to children in art activities to nurture their creativity. Teachers are also advised to use open-ended questions and provide sufficient time to encourage children expressing their thoughts and feelings, and sharing and summarising their learning experiences. Besides, it is noted that the role of teachers during the free choice activities is limited to providers, observers and interveners only. They are encouraged to increase their participation in children's games.
- 2.7 Children love to go to school and they are devoted in learning. Children in general show their motivation to learn. They are eager to respond to teachers' questions and

express their thoughts. They learn with peers in a harmonious way as shown in the scenes that they played joyfully together in the family corners or imaginative play corners. They are obedient and helpful. They take the initiatives to tidy up the classrooms for teachers after the free choice activities and show good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 SSE is important for sustainable development of the school. The management must first and foremost lead the team to equip themselves with concrete SSE concept and skills. The school should apply the inter-connected self-evaluation processes, viz. planning, implementation and evaluation to conduct SSE on a regular basis through a whole-school approach. The management is required to lead teachers to evaluate the overall work of the school together, analyse the needs of the school from multiple perspectives and draw up the major concerns for the coming year. Also, diversified strategies and concrete success criteria should be formulated to achieve the objectives of plans. More collaboration and communication between the leadership team and the management is encouraged for the advancement of the school. The school should also develop the habit of having records written and kept systematically which will benefit the school for follow-up actions and future reference.
- 3.2 It is observed that the school depended mainly on the social worker and external resources for catering for children's special needs. More professional trainings for teachers are needed to equip them with knowledge about learner diversity. The school is also advised to establish a clear identification and referral mechanism to render more support to children in need.
- 3.3 In order to enhance the liaison with parents, the school should arrange home-school cooperation activities to promote parents' participation in school matters. It is advised that parents, as stakeholders of the school, should be taken into account their role in promoting the school's development. They should be informed of the plan and progress of the school.
- 3.4 The management should put more effort in performing its leadership in curriculum. It should lead the teachers to design concrete learning activities and exploratory teaching aids, to review the homework and remove those inappropriate to the developmental needs of children and to conduct sound reflection with reference to the effectiveness of learning and teaching. More feedback from the management on lesson observations and teachers' reflections would also benefit the improvement

of teaching skills of the team. There is a mechanism for assessment of child learning experiences and the school is advised to make good use of the assessment data for analysing teaching performance and informing the curriculum development.