

School No.: 537349

Quality Review Report (Translated Version)

St. Monica's Kindergarten

G/F, Kwun Hei Court, Ho Man Tin, Kowloon

6, 7 & 9 November 2018

**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: 6, 7 & 9 November 2018

- 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 management leads the teaching team to take part in inter-school teachers' sharing activities together with the internal collaborative lesson preparation, peer lesson observation, etc., it gradually enhances the effectiveness of teaching. In recent years, the school has taken promoting children's language learning as its development focus. It solicits external support to enhance teachers' skills in designing activities to enhance children's exposure to listening and speaking so as to arouse their learning interests. Based on the past experiences, the school continues to develop teachers' questioning skills to strengthen children's interaction as major concern this year, with the aim of facilitating children's learning.
- 1.2 The school cares about children. A mechanism is in place to support children with special needs. Teachers identify those children through daily observation and provide them with referral and support services when necessary, so that they can access to appropriate care as soon as possible. Through diversified channels, the school maintains close connection with parents. The parent-teacher association also performs a bridging role between the school and parents. In addition to delivering parents' views to the school, it also helps organise parent-child activities. Moreover, the school taps external resources properly to hold parent education seminars to enhance parents' understanding of child development. The school gains trust from parents. Parents know their children's learning situation through volunteer work, lesson observation and so forth. The school treats parents as important partners and joins hands with parents to nurture children's development with concerted efforts.

2. Learning and Teaching

- 2.1 The school plans learning content by making reference to the teaching packages. It adopts an integrated curriculum with themes. The curriculum content is comprehensive that covered all learning areas. It also takes children's life experiences and interests into consideration, arranges visits to enrich children's

learning experiences. For the daily schedule, children are arranged for whole-class, group and individual learning activities. Yet, free choice activity time for some classes is inadequate. Also, the schedule arrangement on Fridays reduces children's opportunities of participating in music and physical activities. For the afternoon nap arrangement, some children have insufficient nap time while children in some classes take their nap too late. The school should improve the daily schedule arrangement to ensure that children have enough music, physical and free choice activities every day. Afternoon nap should also be properly arranged to let children have a regular daily routine with an organised schedule so as to foster their balanced development. Besides, the learning pace of the collage exercise in K1 classes is quite fast. Some homework in K2 and K3 classes are a bit too demanding and the amount is slightly excessive. The homework of the simulation activities for children to transit to primary school is also found rather difficult. In view of children's abilities and developmental needs, the school must immediately cancel the homework which does not meet the abilities of children, and reduce the amount of homework in K2 and K3 classes.

2.2 The school formulates policy for assessing children's learning experiences. It adopts continuous observation and makes records to assess children's learning. The assessment content ties in with the learning objectives. The school collects and analyses children's works and activity performance on a regular basis. It also invites parents to record the performance of their children at home in the handbook, with a view to understanding children's learning from various perspectives. The school has developed learning portfolios to maintain records of children's assessment information, artworks, etc. At the end of every school term, teachers meet parents and report children's development so that parents understand their children's learning progress. Yet, the school summarises the assessment by using quantitative measures which fails to reflect the learning progress of individual child accurately and specifically. The school should improve the assessment method to better reflect children's performance. The school is also required to consolidate and make good use of the assessment information, so as to inform the curriculum design, to evaluate the appropriateness of the curriculum and the effectiveness of teaching.

2.3 The curriculum management mechanism is in place. The management attends curriculum meetings and examines the teaching plans. Teachers design and implement the curriculum under the guidance of the management. Through classroom walkthroughs, the principal understands teachers' teaching performance

and gives them guidance. Teachers conduct teaching reflections in terms of children's performance, review the learning theme and make suggestions to improve the teaching arrangement. However, the management should guide teachers to review children's learning progress according to the pre-set learning objectives and activity design as well as informing the curriculum and teaching design in order to enhance the teaching effectiveness.

2.4 The school makes good use of the corridors and classroom walls to display children's work, enabling children to appreciate and learn from one another. Teachers tie in with themes in setting up the learning activities in the interest corners. Various materials are placed in the interest corners properly for children to retrieve easily for play. The school provides abundant art materials for children engaging in activities such as free scribbling, designing patterns, etc. However, there is a lack of simulation corner in most of the classrooms with limited exploratory elements. The school should guide teachers to design appropriate simulation corners to enrich children's imagination as well as develop their social skills through role-play and peer interaction. Teachers are advised to better design learning activities with exploratory elements in the interest corners to provide children with more opportunities for exploration, thinking and problem-solving. As observed, at the end of free choice activity, some teachers help children review the progress of their planned activities. Teachers could further guide children to share and review what they have learnt with peers.

2.5 Teachers explain clearly. They make use of pictures, real objects and so forth to assist in their teaching and help children learn. In recent years, the school has focused on nurturing children's interest in language learning. Teachers' skills in language teaching are enhanced through training. Furthermore, the school develops school-based English story books and takes children's life as the theme. Children's personal snapshots are added to the books to arouse children's interest in reading. From observation, children listen attentively to teachers' explanation during lessons and try to express their views. During the games, children are able to answer teachers' questions in simple English. Besides, the school continues to take developing teachers' questioning skills as its major concern. Teachers make use of questioning when they are conducting thematic learning, however, some questions do not meet children's abilities. The management should lead the teaching team to explore suitable teaching strategies and design a real-life language learning context in light of children's abilities, thereby providing more opportunities for children to

listen and speak. Children can then learn and communicate with peers by applying the language easily, hence stimulating their thoughts and imagination.

- 2.6 During music activities, teachers lead children to sing softly, make rhythms through body movements and play percussion instruments, enabling children to enjoy the fun of music. Teachers arrange children into groups and let them engage in physical activities such as playing on slides, cycling, sequenced games, etc., in the indoor playground. As observed, some children have to wait considerably long before they can engage in physical activities, as a result they are given insufficient opportunities for doing physical exercises. Meanwhile, there are chaos in some activities. The management should lead teachers to improve the design of physical activities to ensure every child is given sufficient opportunities for physical exercise. The management could also guide teachers to develop a routine for the physical activities so as to let children engage in the activities.
- 2.7 Teachers care about children. They commend children for their good behaviour. Children with special needs are given individual guidance so that they can integrate into school life. Children enjoy school life. They are active and energetic while enthusiastically engaging in different learning activities. At the end of activities, children actively tidy up materials and demonstrate good self-care abilities. Children are keen to be group leaders to assist teachers in putting table cloths and water pots on the table during tea time. Children get along well and help each other, displaying good development in social skills.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school is required to follow up the recommendations of the previous Quality Review and take practical measures to enhance the effectiveness of School Self-evaluation (SSE). The management should reinforce their understanding and mastery of SSE, and help teachers improve the SSE skills. They could work in collaboration to review the effectiveness of the school's work and plan follow-up measures. In recent years, the school has set enhancing teachers' questioning skills as its major concern. Nevertheless, there is a lack of overall planning. The management should also consider children's needs and work with teachers to formulate development priorities, then set appropriate development plan with specific implementation strategies and success criteria. Through systemic work, the school is able to evaluate the effectiveness of the work plan and plan follow-up measures in promoting the school's sustainable development.

- 3.2 The management should also strengthen the curriculum leadership and design curriculum content in light of children's needs and abilities. Daily schedule arrangement should be improved. Regarding children's all-round and balanced development, the management must immediately cancel inappropriate homework. Moreover, the management should also guide teachers to reflect on their teaching effectiveness in line with the learning objectives and children's learning performance, thereby adjusting teaching strategies and activity design to enhance the effectiveness of learning and teaching.
- 3.3 The school should adhere to the aims of assessment for children's learning and stop using the quantitative assessment to summarise children's performance. The school should also collate and analyse the assessment information of children systematically so as to evaluate the appropriateness and effectiveness of the curriculum as well as informing the overall planning of the curriculum.