

School No.: 566187

Quality Review Report (Translated Version)

St Monica's Kindergarten (Tsuen Wan)

**No. 12, Ground Floor, Block 1, Belvedere Square, Phase 2, Tsuen Wan,
New Territories**

27, 28 & 30 March 2023

**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: 27, 28 & 30 March 2023

☒ **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. Through joint-school meetings and school visits, it understands and monitors school affairs and operations while providing professional advice and support in a timely manner. The management places great emphasis on teachers' professional development. Senior teachers and experienced teachers are assigned as mentors to help new teachers grasp the education rationale of the school and adapt to the teaching work via teaching demonstrations and professional exchanges. The management also arranges relevant training and implements focused peer lesson observation in accordance with the annual development plans, which encourage teachers to learn from one another, thus facilitating the enhancement of their professional competence. This school year, the school has recommended some teachers to assist in promoting curriculum development to strengthen mutual support among teachers in daily teaching, so as to bolster the effectiveness of learning and teaching.
- 1.2 The school has established a self-evaluation mechanism. The management leads the teaching team to collect views from stakeholders, review the school work in each area together and draw up development directions in light of the school context for the coming year. The school has followed up on the recommendations of the previous Quality Review to devise concrete and explicit objectives and success criteria for the development plans, which is conducive to the implementation and evaluation of the work. In view of the fact that children had fewer opportunities for social interaction during the COVID-19 pandemic, the school regarded enhancing children's language ability through picture books as its major concern of the previous school year, striving to foster the language development of children. In this school year, the school places emphasis on reinforcing moral and national education to nurture positive values and attitudes in children. The major concerns devised are in line with children's learning needs. The school makes deployment of teacher training, curriculum planning and parent education to progressively implement the

plans at various aspects.

- 1.3 Teachers care for children and respect their learner diversity, creating a harmonious and inclusive atmosphere. The school has set up an identification and referral mechanism for children with special needs to get professional support as soon as possible. Adaptation activities are arranged for newly admitted children at the beginning of the school term. Teachers carefully record children's emotions at school to know about their progress in adaptation and take timely follow-up actions, helping them integrate into school life gradually. The school uses different channels such as face-to-face meetings, telephone calls and emails to maintain close communication with parents and to provide them with advice on children's learning and development. It also ties in with its development plans to organise diversified parent education seminars and parent-child activities, so that parents can understand the development directions of the school and learn childrearing skills, effectively enhancing their competence in parenting. The school actively promotes home-school cooperation. It gains the trust and support of parents, and works with them to cultivate children's healthy growth.

2. Learning and Teaching

- 2.1 The school adopts the theme-based learning approach to design an integrated curriculum with reference to the teaching packages. The curriculum content covers all learning areas and caters for children's daily life experiences and interests. The school arranges project learning in the second school term to encourage children to learn proactively and construct knowledge by observation, exploration and collection of information. In recent years, the school has attempted to use picture books to support teaching and introduced different learning modes. This allows children to learn and explore topics that are of interest to them through diversified activities, which helps children gain a wide range of learning experiences. The school allocates sufficient time for free choice activities every day to facilitate children's abilities in free exploration. However, the school is required to revise some of the learning content and homework designs that are excessively difficult for K3 children as well as cancelling the arrangement of asking K1 children to write, in order to meet children's learning and developmental needs.
- 2.2 In last school year, the school has taken developing children's language ability by using picture books as the major concern. The school arranged training for teachers

to enhance their skills in choosing and making good use of picture books for teaching. For each school term, based on the curriculum content, teachers at each grade level selected a picture book that matched children's life experiences and designed an array of extended activities according to the storyline. These activities included composing nursery rhymes, performing dramas and creating endings for stories which allowed children to learn and apply languages in a fun-filled language environment. Besides, more books were provided in the classroom reading corners for children to choose and read picture books on various topics according to their own preference. As observed, teachers always read with children at the reading corners. They also guide children to imagine how the story goes by observing the pictures in the book, thereby providing more opportunities for children to listen to and share the stories. Children love reading. They go to the reading corners on their own initiative attentively or listen to teachers' storytelling alongside their peers. They are willing to talk about their experience and feelings as well, demonstrating an interest in reading and confidence in verbal expression.

- 2.3 The school attaches great importance to children's moral development, which is considered as the major concern of this school year. The school deploys diversified strategies to help children build good character as well as developing positive attitudes towards living. Through participating in an external support programme, the school deepens teachers' and parents' understanding of children's moral development. Teachers design simple learning tasks for children to express their gratitude and concern for family members and encourage parents to appreciate their children more. Children are also invited to be little assistants and caring ambassadors while activities like community visits are organised to provide more opportunities for children to experience and practise, hence nurturing their moral character of caring for others. Children are friendly and sociable. They get along well with peers, cooperate with others and observe rules. Besides, the school takes enhancing national education and facilitating children to learn appreciation of Chinese culture and respect for our country as another major concern. Children are designated as flag-guards to conduct national flag raising ceremonies during school activities. This helps children become acquainted with the national flag and national anthem of our country, thus instilling a stronger sense of national identity in children. The school also plans a series of learning and art activities like ink-wash painting and paper cutting to enable children to experience the beauty of traditional Chinese art. Furthermore, teachers map out a monthly focus on moral education

such as sharing, self-discipline and honesty for each grade level and help children cultivate good character through stories. The school may review and consolidate the work done for the two major concerns mentioned above to devise focuses of moral education in a bid to plan the activities for different grade levels in a more systematic manner further bolstering the effectiveness of the plans.

- 2.4 The school formulates the content of the assessment of child learning experiences in accordance with the curriculum aims and grasps children's performance by continuous observation and making records. The school also develops learning portfolios to maintain children's observation records, work analysis as well as assessment reports to fully reflect their learning progress in all areas. Teachers make reference to the assessment information to follow up on children's individual learning. The school informs parents of their children's development on a regular basis while inviting parents to fill out questionnaires after completing the theme in order to understand children's learning performance at home. The school is advised to examine and amend the content of some items in the questionnaires in light of parents' roles and capabilities to refine the policy on the assessment of child learning experiences.
- 2.5 Through attending curriculum meetings, scrutinising curriculum documents and observing lessons, the management understands teachers' teaching performance and gives them suggestions for improvement. It guides teachers of all grade levels to prepare lessons collaboratively and discuss teaching designs based on the formulated teaching focuses. Teachers are enabled to observe and share their experience with one another with the arrangement of peer lesson observation, which is conducive to enhancing their teaching skills. Teachers list out clear teaching procedures and strategies in the teaching plans for the learning activities held in the morning. They are advised to establish objectives and make arrangements for the activities in the afternoon session of whole-day classes in order to enhance children's learning effectiveness. Teachers conduct reflections upon completion of activities and review the implementation of the activities in accordance with children's performance. They are recommended to evaluate the effectiveness of activities from different perspectives, so as to strengthen the efficacy of curriculum review.
- 2.6 Teachers make good use of the space and walls in the classrooms to design interesting learning corners, in which plentiful materials are placed for children to manipulate and explore freely. During the free choice activities, children are familiar with the rules and are keen to participate in the corner activities. They observe and record

the growth of red beans, soya beans, kidney beans, etc., in the exploratory corner patiently, thereby comparing the shape and structure of various types of growing beans. They also imitate farmers in the role-play corner to conscientiously plant and pick different kinds of crops with peers. Some children enjoy painting freely in the art and craft corner and are engaged in creating. Teachers observe children during activities, provide guidance when appropriate and play with them willingly. Teachers may invite children to share their findings and solutions to problems after the activities to help children organise experience and extend learning.

- 2.7 Teachers are amiable and patient. Children like talking to teachers, and the teacher-child relationship is good. Teachers pay attention to learner diversity. They provide individual support when needed and calm the emotions of individual children patiently. The campus is filled with a caring and accepting atmosphere. Teachers are well-prepared for teaching. They use pictures, real objects and books to supplement teaching. They also raise questions to stimulate children's thinking and provide ample opportunities for children to express their ideas, facilitating classroom interaction. The school adopts an integrated approach for music and physical activities. However, teachers generally spend relatively much time on music activities like singing or playing music instruments with children, such that the learning elements of physical fitness are slightly inadequate. The school is recommended to revise the arrangement of integrating music and physical activities so that children can have sufficient amount of exercise every day to build up their strong body.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school is committed to promoting curriculum development, and makes efforts to enrich children's learning experiences through diverse learning modes. The management is required to lead teachers to strengthen their abilities to review teaching and enhance the learning and teaching effectiveness continuously, including removing the difficult learning content and homework for K3 and cancelling the arrangement of writing for K1 so as to ensure the appropriateness of the curriculum. It should also improve the design of music and physical activities and provide sufficient physical activities for children daily to foster their balanced development.
- 3.2 The school has put in place a self-evaluation mechanism. It is advised to utilise the established successful criteria to review the effectiveness of the school development

plan, such that the team can evaluate the efficacy of the major concerns in a more effective and precise manner, thereby informing the planning of work for the next stage and promoting the sustainable development of the school.