

School No.: 313637

Quality Review Report (Translated Version)

St. Teresa's Kindergarten (Local Curriculum)

1 Tung Tau Wan Road, Stanley, Hong Kong

21, 22 & 24 October 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: 21, 22 & 24 October 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 leadership team steers the school to co-organise teacher training and exchange activities with other kindergartens under the sponsoring body so as to accumulate experience and strengthen professional capacity. The leadership team visits the school frequently and provides comments and support in regard to administration, curriculum, etc. The school started operation last school year, taking forward various work in an orderly manner. The management is familiar with the culture of the sponsoring body. They work with good rapport and strive to develop close collaboration with staff; they also allocate duties for teachers according to their strengths, interests, etc., to exploit their potential and promote the school's development with concerted effort. Support is provided to the new recruits to help them adapt to teaching work as soon as possible. The school has set up a community network to make good use of external resources and organise diversified activities about learning and life experience, so as to facilitate children's whole-person development.
- 1.2 The school has developed a school self-evaluation (SSE) mechanism. The management leads staff to review the school's work, analyse daily review information and formulate the annual work plan according to the school context. Last school year, the school regarded arousing children's learning motivation as the major concern. Professional support was introduced to the school to work in collaboration with teachers for designing games filled with exploratory elements, as well as corner activities with rich materials in place. Taking the experience of last year, the school increases professional exchange among teachers this school year to enhance their skills of implementing play-based strategies and strengthen the setting of school environment.
- 1.3 The school attaches great importance to the communication and cooperation with parents. It utilises different channels such as lesson observation and parents' day for parents to understand their children's school life. It also organises parent

education seminars to help parents grasp parenting skills. In order to help newly admitted children adapt to the new learning environment, the school caters for their needs and adopts appropriate strategies such as flexible school hours and reporting children's adaptation to parents proactively. The school attends to children's individual needs by providing referral and support services so that children can receive appropriate care the soonest. Besides, the school progressively makes use of parents' strengths and organises a group of parent volunteers for them to assist in implementing various school activities. Parents are happy to participate in these activities. They support the school's work and have become the important partners to promote the school's sustainable development.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching package to design an integrated curriculum with themes. Appropriate learning objectives are set for each theme. The curriculum covers all learning areas, targeting at the acquisition of knowledge and skills as well as the development of positive attitudes of children. The school values children's firsthand experiences. In addition to organising activities such as campus tour and snack making, the school also arranges children to visit and understand different buildings in the community. Children also visit the beach in the neighbourhood to get in touch with nature. The school arranges active and quiet activities alternately in the daily schedule for children to have sufficient time to participate in different activities. During the Activity Days held on every Friday, teachers arrange different forms of experiential activities such as outdoor visits, experiments and group games to enrich children's learning experience. However, there are inadequate music or physical activities provided for children on some of the Activity Days. The school must review and improve the arrangement of the Activity Day to ensure children's balanced development. Besides, it is necessary for the school to delete the inappropriate in early childhood mathematics and language learning for K2 and K3 so as to meet children's developmental needs.
- 2.2 The school assesses children's development by means of continuous observation. It develops learning portfolios for children to properly record their individual assessment information which includes thematic assessment, summative assessment and children's work, so that parents are enabled to understand their children's learning progress from different perspectives. The thematic assessment items

designed by teachers which match with the learning objectives, are conducive to following up children's learning. At the end of the school term, the school utilises the assessment tools provided by the sponsoring body to summarise children's performance in the areas of cognition, physique, social development, self-care, etc. The assessment is comprehensive. The school uses the assessment information to understand and follow up children's individual needs, and takes it as reference to adjust teaching.

- 2.3 The management sets a clear development direction for the school curriculum. Based on the goals of kindergarten education and the needs of school development, the management works with teachers to plan the school-based curriculum. The school has a curriculum management mechanism in place. The management understands teachers' teaching and the implementation of the curriculum through lesson planning, lesson observation, curriculum meetings, scrutiny of teaching documents, etc. The school has developed the curriculum outline for each grade level. Teachers devise the objectives for the learning themes and the teaching plan of this school year which meets children's life experiences and interests. Teachers often conduct teaching reflections. Yet, they should analyse the reason why children are not able to achieve the learning objectives and propose suitable follow-up actions. The management should lead teachers to review the effectiveness and give concrete suggestions for improvement by making reference to children's performance so as to enhance children's learning effectiveness.
- 2.4 The school strengthened the elements of exploration in play last school year and set enhancing children's learning motivation as the major concern. The management leads teachers to do collaborative lesson planning by adopting community and natural phenomenon as the topics of project activities. They brought children out of the classrooms and designed a variety of play for children to explore and experience. During the activities, teachers encouraged children to think and attempt problem solving. In tandem, teachers set up fun-filled corners meticulously with rich materials to arouse children's interest in active exploration. From observation, children took the initiative to use different materials for constructive play, showing their imagination. The school continues to reinforce teachers' skills of implementing play-based strategies this school year. Emphasis is placed on encouraging children to create the playing methods on their own and providing real-life contexts to engage children in the play. In free choice activities, K2 and K3 children play together and hence there are more opportunities for them to cooperate

with one another, so as to develop their social skills.

- 2.5 The school has good lighting. There are indoor and outdoor play areas in which a large slide and diversified physical facilities are in place. During physical activity session, teachers install corresponding equipment in light of the learning objectives. The activity design can cater for the development of children's abilities. In introducing the physical play, teachers supplement with story contexts to add more fun to the activities. From observation, some teachers are able to adjust the playing methods of the activities in a timely manner according to children's abilities so as to meet their needs. Children are energetic and devoted to various kinds of activities. They are able to observe the signs in the venue when riding tricycle. They also like to take part in games such as climbing and throwing, enjoying the fun of activities. Teachers make good use of the vacant classrooms to set up the art and craft corner, imaginative play corner, etc., and arrange children to take turns to enter the corners. There are abundant learning resources in the corners along with diversified play facilities and materials. Teachers display children's work all over the campus, filling the campus with artistic atmosphere. Some of the work such as footprint making to indicate the number of participants of activities and designing different signs for keeping record of children's entry of corners, are conducive to enhancing children's motivation of unleashing creativity and opportunities of mutual appreciation.
- 2.6 Teachers explain clearly when they are conducting activities. They use teaching aids during storytelling to draw children's attention. They encourage and praise children's good behaviour, and take part in children's play. Nevertheless, children not only have to participate in designated language activities in free choice sessions, they are also required to finish the corner activities assigned by teachers before attending free choice activities. Moreover, teachers select which corners to be opened to children every day, and children's choices are thus limited. The school must review the arrangement of free choice activities so that children can explore freely in different corners according to their preferences and interests, with a view to further stimulating their interest in active learning. Besides, some teachers stress children's cognitive learning when arranging music activities, resulting in inadequate music elements in the activities and thus undermining the effectiveness. The school should review the design of English activities in order to make the activities more interesting, so that children can be more engaged in the activities.
- 2.7 Children are attentive and obedient in class. They are happy to respond to teachers'

questions and take part in the activities, expressing themselves with confidence. Children are curious about the surroundings. They are observant as they are able to tell the changes found in the surroundings. K2 and K3 children have their snacks according to their needs, and they are able to help teachers clean the tables, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has developed the SSE mechanism and applies the SSE rationale in its daily work. Yet, the management should steer teachers to assess the work effectiveness in all areas and formulate appropriate major concerns according to the school's needs and priorities. The task objectives and success criteria should be mapped out from different perspectives, so as to enhance the effectiveness of the plans.
- 3.2 The management should reinforce its role of curriculum leadership to lead teachers designing activities to tie in with the objectives and review the activity effectiveness based on children's performance. Meanwhile, the inappropriate learning content should be revised to enhance the quality of learning and teaching. The school should review the balance of daily schedule by adjusting the arrangement of free choice activities and the Activity Day on Fridays, so as to facilitate children's whole-person development.