

School No.: 532533

Quality Review Report (Translated Version)

St. Thomas' Catholic Kindergarten

5 Tsing Luk Street, Tsing Yi, New Territories

18, 19 & 21 April 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: 18, 19 & 21 April 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 development of the school. It leads the principals of the affiliated kindergartens to form task groups to plan and work in collaboration in the aspects of curriculum implementation and administration, with an aim of pooling their experiences and professional competencies to promote the schools' development. The school makes good use of the resources provided by the sponsoring body to enhance teaching facilities and activity arrangements so that children have a spacious environment to carry out diversified activities. The management attaches importance to nurturing talents. It equips and empowers teachers by deploying them in the planning work in various areas to give full play to their strengths. It also arranges professional development programmes for teachers and encourages them to apply what they have learnt. Under the management's leadership, team members share the common belief and they drive the school forward with concerted effort.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to enhance the learning effectiveness of music activities and refine the set-up of interest corners. It has established a stable school self-evaluation (SSE) mechanism and has embedded the rationale of SSE in its routine work. The management leads all teachers to examine the effectiveness of each work plan and formulate major concerns according to the school context and children's needs. Nurturing positive values and attitudes in children has been the major concern of the school in recent years. Last school year, it promoted moral education and systematically incorporated the learning content of national education into the curriculum. In this school year, it taps external professional support to help teachers master curriculum design skills and lead activities related to moral education. In tandem, by implementing the positive education for parents, the school has intensified moral education and established a positive school culture. Another major concern of this school year is to enrich the learning elements of music activities through the use of

picture books so as to boost children's imagination and creativity. The school deploys appropriate strategies in the areas of curriculum planning, teachers' professional development, parent education, etc. Various work plans are implemented in a step-by-step manner, and their effectiveness is seen gradually.

- 1.3 The school cares for children. By observing children's daily behaviours, teachers identify their special needs and refer them for appropriate support the soonest while adjusting teaching strategies and homework arrangements based on their situation. Through visits and meetings with the affiliated primary schools for professional exchanges, the school makes arrangement for primary teachers to observe the learning of K3 children in person so that both parties can have a better understanding of children's needs during the transitional period between kindergarten and primary education. Teachers enhance K3 children's abilities in self-care and problem solving through daily class activities. They also let children know about the changes in future learning and help them get prepared psychologically and emotionally. The school considers home-school cooperation as an implementation strategy of its major concerns. It invites parents to take part in relevant activities and share children's learning performance. Furthermore, it uploads the school annual reports onto the website to inform parents of its mission and development plans via different channels such that parents understand and support their children's learning. A wide range of parent education workshops are organised for parents to grasp the skills in positive parenting and building a good parent-child relationship. The school regards parents as important partners and joins hands with them to support children's healthy growth.

2. Learning and Teaching

- 2.1 The school upholds the education rationale of its sponsoring body by fostering children's whole-person development, which emphasises love and life education, and devises a distinctive curriculum by making reference to the teaching packages. It formulates learning themes according to children's life experiences and the curriculum content covers various learning areas, addressing the cultivation of positive values and attitudes in children, along with their acquisition of skills and knowledge. The school strives to nurture children's good character by daily teaching and good behaviour award schemes. It also designs different planting activities for children in a systematic manner to facilitate them to understand and

appreciate the beauty of nature while learning to take care of and respect life and being grateful to the things around them. The school provides sufficient time for children to engage in music, physical and art activities every day to foster their balanced development. In conjunction, it offers adequate free choice activities for children to explore proactively in the fun games.

- 2.2 The school incorporates the elements of understanding our county and Chinese culture into different learning themes so as to enable children to learn about and appreciate traditional Chinese food, architecture and arts. Teachers arrange diversified experiential activities for children, such as organising Chinese costume day, making dried Chinese white cabbage or kumquat, and visiting parks designed in Lingnan style, to enrich children's learning experiences. In the morning and afternoon assemblies, teachers exploit daily matters like learning about the water resources of our country to let children have a better understanding of our country. The national flag raising ceremony is held on important days to cultivate a sense of belonging to our country and national identity in children from an early age.
- 2.3 The school assesses children's performance through continuous observation and making records, and draws up assessment items in accordance with the curriculum objectives. Teachers create learning portfolios for children to maintain records of thematic assessments, observation summaries of activities, children's work and so forth while inviting parents to give feedback on children's performance at home, which serve as evidence of their growth. Teachers inform parents of their children's learning progress regularly and provide proper suggestions as well. They utilise the assessment information of children learning experiences to comprehend the learning of children individually and render appropriate support to them.
- 2.4 A curriculum management mechanism is in place for the management to lead teachers to hold curriculum meetings, map out teaching objectives together, and discuss learning foci, activity design and the set-up of interest corners. Through conducting classroom walkthroughs, attending meetings and scrutinising curriculum documents, the management monitors the implementation of the curriculum and provides guidance to teachers in a timely manner. Teachers reflect on their teaching and some of them are able to inform teaching strategies based on children's performance. The management may lead teachers to evaluate the effectiveness of learning and teaching from multiple perspectives through peer lesson observation and other professional exchanges, thereby elevating the professional competence of the team to a further extent.

- 2.5 The school sets the development of positive values and attitudes in children as its major concern. It has enlisted external professional support this school year to provide training, collaborative lesson planning and lesson evaluation for teachers in a bid to review and strengthen the moral elements, such as following the rules, respecting others and being thankful, in the school-based curriculum. In the meantime, the school shares moral stories and launches an award scheme to encourage children to behave virtuously. As observed, children are courteous, respectful and willing to help peers. During thematic activities, children are capable of thinking carefully about the events and situations encountered in their livings, then expressing their thoughts and distinguishing right from wrong. When playing corner games, children demonstrate caring and respectful behaviour like simulating taking care of the elderly and complying with traffic regulations. In planting activity sessions, children observe intently the characteristics of plants and discuss the growing of plants, hence learning to respect life and showing gratitude. Children are eager to take part in physical and rhythmic movement games, showing their lively character.
- 2.6 To enrich the learning elements in music activities through picture books is another major concern of the school this school year. Teachers attend training and conduct collaborative lesson planning to design a great variety of music activities. It is observed that some teachers guide children to unleash their creativity by imagining scenarios according to the context of picture books. Some teachers make use of the content of picture books to design interesting and simple graphic notations to teach children to beat time, while others lead children to move their bodies in rhythm and express their feelings according to storylines. Children are engaged in singing, performing rhythmic movements, playing musical instruments, appreciating songs and other music activities. They not only enjoy the fun of music, but also get a deeper understanding of the content and implied meaning of the picture books.
- 2.7 Teachers set up interest corners meticulously and design different activities to promote learning through play for children. Corner activities dovetail with the content of the themes and extend children's interest in learning effectively. The real-life set-up of the imaginative play corners and the well-stocked props therein draw children to play different roles enthusiastically. In some corners, there is a continuity between games, or moral education elements are incorporated into them, in order to achieve the objectives of integrated learning. Exploratory games are set up with different levels of complexity to encourage children to accomplish learning

tasks that suit their abilities. From observation, children actively participate in the activities. In a simulated MTR train compartment, children wear wigs and hold canes to act as elderly while others play the role of passengers and take the initiative to offer elderly priority seats. Children use avatar magnets to move along the route map to learn about the major landmarks in Hong Kong as well as exploring the basic properties of magnets. Children immerse themselves in the stories that they are reading and hum nursery rhymes spontaneously, showing their enjoyment and happiness in reading. Teachers lead children to carry out extended activities with what they have planted, including making dried Chinese white cabbage, measuring the lengths of radishes and creating craftwork with sunflower seeds. Children learn making food, numeracy, artistic creation, etc., from these activities. On the whole, teachers link up the content of various learning areas with games that are in consonance with themes to enable children to unleash creativity and apply their acquired knowledge through play.

- 2.8 Teachers are kind and friendly. They observe children's performance carefully and make good use of praise to reinforce children's good behaviour. Teachers infuse elements of drama into daily teaching and leverage voices and gestures to act out stories. Some teachers even guide children to put themselves in the characters' shoes to learn to think from others' perspectives. Children are imaginative as they think flexibly in different scenarios and respond to teachers' questions eagerly, demonstrating favourable expressive language skills. When leading discussions and review sessions, teachers are advised to further encourage children to share their findings and feelings during play to increase the effectiveness of activity review.

3. Recommendations for Enhancing Self-improvement of School

The school has established a stable SSE mechanism and formulates major concerns in response to its development and children's needs. Based on this foundation, the school is recommended to correspond to the objectives of major concerns and make prudent use of the information of children's performance and assessments to review the work effectiveness in a focused manner, thereby promoting its self-improvement.