

School No.: 325600

Quality Review Report (Translated Version)

**S. K. H. Holy Trinity Church
Tsang Shiu Tim Kindergarten**

G-2/F, 135 Ma Tau Chung Road, Kowloon

4, 7, 8 & 10 January 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: 4, 7, 8 & 10 January 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 management shares its education rationale with teachers. It enables teachers to demonstrate their strengths in different positions through empowerment. Members of the teaching team discharge their duties to take forward different work plans. They make a concerted effort to promote the school's continuous development. The school values teachers' professional growth. It capitalises on internal and external resources to arrange diversified training activities so as to reinforce the team's professional capacity. The school has followed up the recommendations of the previous Quality Review by improving the curriculum management mechanism. The management has strengthened curriculum monitoring. It has also engaged teachers in collaborative discussions about curriculum planning and evaluation of teaching effectiveness. The school is able to strengthen teachers' professional capacity through their knowledge exchange and experience sharing in meetings and post-lesson observation, thereby improving the education quality.
- 1.2 The school consents to the rationale of school self-evaluation (SSE), through the implementation of the ongoing cycle of planning, implementation and evaluation, and thus, enhances the effectiveness of daily work. The management leads teachers to evaluate the work performance of the school and determines the major concerns for the year by taking into consideration the current state of development and opportunities. Last school year, the school made good use of activity area and facilities, as well as improving the design of physical activities, with a view to providing children with more opportunities to enhance their physical fitness and arousing their interest in exercising. The effectiveness of the plan was seen gradually. Meanwhile, the school arranged training for teachers to equip them with the knowledge and skills in using play in teaching in order to enhance children's initiative in learning. The school has been strategically implementing play activities in each grade level in a step-by-step manner. It also places emphasis on strengthening teachers' reflective abilities so as to make the evaluation of teaching more effective. The school is able to optimise community resources to take its work

plan forward, it also reviews the progress of the plan in a timely manner, with an aim of enhancing work effectiveness.

- 1.3 The school cares about children and respects for their diversity, creating a harmonious atmosphere in the campus. The school provides appropriate support to cater for children's needs in adaptation to school life, individual development and learning, as well as interface between kindergarten and primary education. The school communicates with parents through various channels. It arranges diversified parent education activities proactively so as to build partnership, based on mutual trust, with parents. The school places emphasis on parents' involvement in children's learning. It invites parents to the school for lesson observation and volunteer work, through observing their children's learning and assisting in implementing activities, to help them better understand their children's development as well as the school's education rationale and recent development. Parents support and join hands with the school to nurture the healthy development of children.

2. Learning and Teaching

- 2.1 The school devises a theme-based and integrated curriculum. The curriculum content is comprehensive which covers the cultivation of attitudes, development of abilities as well as construction of knowledge. The school provides children with diversified experiences, including field learning, art appreciation, etc., with a view to enhancing their learning interests. The school attaches great importance to children's moral development. It nurtures children's positive values and interpersonal attitudes through religious activities and picture books. This school year, the school identifies a major concern and sets strengthening the connection between moral education and children's daily life as its objective. It organises teacher training and enhances home-school cooperation, meanwhile enables children to develop a thankful heart and learn to care about others through firsthand experience. The school also pays attention to children's physical development. It draws up the objectives of physical development for each grade level in an orderly manner and uses flexibly the physical play area as well as the equipment, so as to improve the design of physical activities. Children are provided with whole-class, group and individual learning opportunities every day, yet they are not able to take part in music and physical activities on a daily basis. Children are also requested to participate in some designated learning activities during the timeslot for free choice activities, resulting in slightly insufficient opportunities for them to choose the corner

activities that they are interested in. The school has to improve the daily schedule and arrangements for free choice activities in order to facilitate children's balanced development both physically and psychologically. In addition, some homework for K3 classes is quite demanding. The school is required to revise the design of homework.

2.2 Last school year, the school, through strategies including collaborative lesson planning, lesson observation, etc., enhanced teachers' skills in curriculum planning as well as designing and conducting children's play, so as to motivate children's learning initiative. Teachers organise activities and create the learning environment by referring to children's daily life experience, abilities and learning needs. The play activities emphasise on children's participation and experience, which arouses children's interest in active exploration and encourages them to share their learning experiences. Children take part in the activities actively and are able to connect what they have learnt with daily life experiences. The school organises seminars to help parents better understand the importance of learning through play. Building on the work implemented last year, the school fosters teachers' professional exchange and collaboration this school year in order to stimulate their ideas in designing children's play activities. Passing on the experience, the school keeps on practising the rationale of facilitating children to learn through play.

2.3 The school has an effective curriculum management mechanism. The management leads teachers to plan, implement and evaluate the curriculum through attending curriculum meetings, classroom walkthroughs and lesson observation. Leaders of each grade level steer teachers to formulate the objectives of the learning themes and design activities accordingly, meanwhile they adjust the teaching plans in light of the needs of children in each class. Teachers have been keeping the habit of conducting reflections to inform teaching by means of individual reflections and evaluation with teachers in the same grade level. The school examines the overall planning and effectiveness of the curriculum for each grade level regularly and follows up the suggestions for continuous improvement of the curriculum. The management is able to perform its duties of a professional leader by providing teachers with timely guidance so as to strengthen their reflective abilities and thus enhance the effectiveness of curriculum evaluation. The management also arranges the team to exchange different teaching practices by peer lesson observation, teaching experience sharing and so forth, with a view to promoting the team's professional growth.

- 2.4 Teachers provide children with appropriate care and frequent commendation, building a close relationship with children. Teachers communicate effectively with children and listen to their sharing patiently. They make use of different scenarios and questions to motivate children to observe and think actively. Teachers arrange group activities flexibly to strengthen the interaction with children. They scaffold children's learning in response to their performance. In addition, teachers cater for children's diverse needs through strategies including peer support, home-school communication, homework adjustment, etc. However, teachers should engage children in adequate warm-up, stretching and relaxation exercises before and after the physical activities to help them establish a proper routine of doing exercises. During music activities, teachers are advised to develop children's abilities in appreciating the rhythms of music and understanding the expressed ideas of songs to enrich their music experience.
- 2.5 Children go to school happily every day, and greet teachers and peers on their own initiative, showing a sense of belonging to school. Children actively respond to teachers' questions, good interaction is demonstrated in the class. As observed, children are curious. They actively explore and observe various kinds of Lunar New Year decorations with Chinese cultural features. They are eager to express their feelings on Lunar New Year by calligraphy, making traditional masks, participating in collaborative group art project, etc. Children treat others nicely and help teachers and peers of their own accord, demonstrating good social development. They go up and down stairs and walk in the hallways in an orderly manner. Moreover, they pay attention to teachers' sharing and instructions during activities, they also replace items properly after use, displaying good classroom routines and self-care abilities.
- 2.6 The management leads teachers to review the utilisation of the school area in a timely manner in order to optimise space use for conducting children's activities. This school year, the school sets up a library and places books on each floor of the premises to encourage parents to read together with their children in the campus which is conducive to the cultivation of a reading culture. Children read books of their own choice. They read attentively or listen to teachers' storytelling with peers. Teachers enrich the decoration of interest corners in pace with the teaching themes. The activities designed by teachers meet children's interests and abilities. Children sometimes choose to construct a model individually. They also play chess with peers, appreciate children's artworks during craft making sessions. Children have

different feelings or findings when engaging in corner activities, in light of this, teachers are advised to further guide children to review and consolidate the experiences with a view to constructing new knowledge and skills, thereby enhancing the effectiveness of self-directed learning.

- 2.7 Teachers formulate the assessment of children's learning experiences in line with the learning objectives and progress. They make continuous observation and record children's performance under each learning area. Teachers also analyse children's performance during activities by using photos and written descriptions, and through children's work to inform parents of their children's learning and development from different perspectives. Teachers and parents record children's behaviour at school or home respectively in the student handbooks to reveal children's performance in self-care, learning and social development. The school keeps children's assessment information in the learning portfolios as evidence of their growth. Teachers, however, only distribute children's assessment information and explain their learning performance to parents on the parents' day in each school term. The management must lead teachers to improve the assessment policy of child learning experiences, and conclude children's performance in learning and development from time to time, with an aim of informing curriculum design and helping parents grasp their children's development progress at different stages.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school is able to make reference to the SSE findings to formulate its development plan and execute the plan practically in order to achieve the expected outcomes. The teaching team has been striving for improvement. The management is advised to solicit the professional capacity of the teaching team continuously by collecting their views on different aspects of the school's work for enabling a comprehensive examination of the work effectiveness and analysis of the areas for further development. The validity of SSE can thus be enhanced.
- 3.2 The management must lead teachers to improve the daily schedule and adjust the homework for K3 classes to ensure a balanced and appropriate curriculum. The management is also required to steer the teaching team to conclude children's learning performance from time to time and keep parents informed of the assessment information in a timely manner. In this way, parents are able to know more concretely about their children's development progress at different stages, which can facilitate children's learning and inform the curriculum.