

School No.: 575640

Quality Review Report (Translated Version)

Christian Adrienne Kindergarten

M/F, Block 1, Belvedere Garden, Phase 1, Tsuen Wan, New Territories

30, 31 October & 2 November 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 30, 31 October & 2 November 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 management maintains close communication with the leadership team to discuss the administration and explore plans to promote the school's continuous development. The school has formulated a range of working guidelines to clarify staff duties, and the daily operations of the school are smooth in general. The management allocates work according to teachers' abilities and interests. It encourages staff to communicate with one another through different channels while listening to the teachers' needs and providing them with support. Members of the teaching team are in harmony. They are willing to apply their acquired knowledge to promote the school's development collaboratively.
- 1.2 The school embeds the rationale of school self-evaluation (SSE) in daily administrative work. Enhancing the elements of free exploration in games has been regarded as its major concern in these two school years. In the previous school year, the school solicited external resources to arrange training and professional exchange activities for teachers equip them with play-based teaching strategies. In this school year, the school attempts to strengthen the play elements in children's free exploration through improving the environment. Furthermore, it holds parent-child activities to let parents get a grasp of the rationale of learning through play. The work plans are being implemented in a step-by-step manner.
- 1.3 The school cares for and accepts the diverse needs of children. It has a clear identification and referral mechanism to record children's development and it utilises community resources to provide support services for them. Parents and children are arranged to visit primary schools and graduates are invited to share their primary school life. All these prepare children well psychologically for their transition to primary school. The school keeps close contact with parents and arranges parent volunteers to assist in carrying out school activities so as to deepen parents' understanding of their child's school life. Parents learn about children's development and enhance their skills in raising children through parent-child activities and parenting seminars. They recognise and support the school, willingly

helping with the school activities. Thus, the foundation of home-school cooperation has been laid.

2. Learning and Teaching

- 2.1 With reference to the teaching packages, the school devises an integrated curriculum using themes. The curriculum content is in line with children's interests, addressing the cultivation of positive values and attitudes in children as well as their skills development and knowledge construction. The school attaches importance to nurturing children's moral character. Through stories, award schemes and spiritual activities, the school guides children to observe and care for those in need around them. Elements such as caring about others, friendship and mutual help are incorporated into the curriculum to facilitate children's development of good character. In tandem, the school introduces children to understand the custom and meaning of traditional Chinese festivals through festive activities. It also holds a national flag raising ceremony on important days for children to gradually develop their sense of national identity.
- 2.2 Children are given adequate opportunities to participate in music, physical, free choice and other activities every day to foster their balanced development. In the afternoon session, the school arranges for children of all three grade levels to participate in integrated music and physical activities together. Yet, the activity design focuses on the learning of K1 children and fails to accommodate the needs of K2 and K3 children. The school must review and adjust the arrangements and design of the related activities to ensure that all children receive appropriate and effective learning experiences. Regarding the homework, the school must remove the excessively difficult homework content of K3. It should also replace the mechanical copying and calculation drills with real-life simple learning tasks to meet children's development.
- 2.3 The school assesses children by continuous observation. Teachers record children's performance in different learning areas in the thematic assessment forms while commenting on children's overall development at the end of a school term. Children's work and various types of assessment information are maintained in their learning portfolios to serve as evidence of their growth. Nonetheless, the thematic assessments are rather knowledge-oriented whereas some items are not specific. Therefore, children's performance cannot be clearly reflected. The school must

revise the assessment content, formulating explicit items that align with the learning objectives to accurately present children's learning performance and progress. Moreover, it is necessary for teachers to collate and follow up on the findings from daily observations of children's activities to inform the curriculum.

- 2.4 The school has a curriculum management mechanism in place. The management understands the curriculum implementation through attending meetings, scrutinising teaching documents and walking through classrooms. Before the start of a theme, teachers of all grade levels carry out collaborative lesson planning to discuss the learning activities and the set-up of interest corners. Then, they divide the work to prepare teaching plans. Upon completion of an activity, teachers regularly conduct teaching reflections. However, some of them mainly describe children's performance and seldom make suggestions for improvement. The management is required to strengthen its professional leadership to assist teachers in mastering the reflection skills, lead the team to review the teaching effectiveness based on the learning objectives and children's performance, and consolidate the information of curriculum evaluation to serve as a reference for future planning and curriculum adaptation.
- 2.5 Teachers decorate the environment meticulously. They display children's works along the corridors and in the classrooms to facilitate children's mutual appreciation. There are different activities in the classrooms for children to choose from, with plentiful materials placed neatly. Children manipulate teaching aids in the interest corners. Nevertheless, the activities in the learning corners and the design of the teaching aids overemphasise the acquisition of knowledge and lack exploratory elements. The school has considered strengthening the elements of free exploration in games as its major concern in these two school years. Teachers set up constructive zones in the common area of the campus for children to freely select materials for play. Yet, the choice of materials is quite limited and children have to spend much time on making records during the activities, leading them unable to fully participate in and enjoy the fun of games. The school must take account of children's developmental and learning needs when making plans and provide diversified materials to foster children's exploration. Furthermore, teachers are required to allocate ample playtime for children to have more opportunities to learn through play. After the activities, teachers lead children to look back on their play experiences. Teachers are advised to guide and help children consolidate the new knowledge and skills they have acquired from play and share their creative ideas.

Teachers may encourage children to propose and practise ways of further exploration to extend their interest in learning.

- 2.6 Teachers are kind and amiable. They care about and have a good rapport with children. Teachers facilitate teaching with pictures, toys, etc., to arouse children's interest in learning. Children have developed good routines and self-care abilities. When changing activities, they know how to wait in line and put things away independently. During music activities, teachers use stories to stimulate children's imagination. They lead children to sing along, play musical instruments and enjoy music. However, the waiting time for some music games is long and children thus have less opportunity to participate in the activities. Besides, some teachers tend to teach the content of thematic learning in the course of the music activities, resulting in insufficient music elements therein. Teachers must adjust the teaching design and arrangements to increase children's participation so that children can express their feelings and unleash their creativity through music activities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school is required to follow up on the recommendations of the previous Quality Review to master the SSE skills pragmatically, including prioritising explicit work objectives with concrete success criteria according to the school's development so as to review the work effectiveness in a focused manner and inform the planning of the next stage, hence promoting school improvement continuously. The school must also systematically plan the professional development activities, such as exploring the strategies of catering for learner diversity, in response to teachers' needs, the school development and other factors for enhancing the team's professional competence.
- 3.2 The management must strengthen its professional leadership to steer teachers to adjust the content and arrangements of mixed-age learning activities as well as evaluating the design of teaching activities against children's performance to enhance the effectiveness of learning and teaching. Besides, the school is required to improve the homework design, reduce the amount of repetitive copying, remove the calculation drills and the inappropriate K3 homework to meet children's development and needs. Meanwhile, the school must revise the content of thematic assessment and utilise the information of the assessment of child learning experiences to inform curriculum planning.