

School No.: 320544

Quality Review Report (Translated Version)

Caritas St. Francis Kindergarten

**Block B, 3/F, Caritas Social Welfare Centre,
2 Caine Road, Hong Kong**

6, 7 & 9 December 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 6, 7 & 9 December 2021

- 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 sponsoring body supports and cares about the school's development by paying frequent visits to the school to communicate with teachers. It understands the school's operation and needs through regular meetings. The school maintains close liaison with the affiliated kindergartens of the sponsoring body. They work collaboratively in regard to curriculum development, teacher training and parent education, etc. Teachers participate in professional exchange and training activities together. They learn from each other through teaching demonstrations and peer observations, enhancing the teaching effectiveness of the teaching team effectively. The management is familiar with the school operation and sets up task forces in accordance with the situation and developmental needs of the school. It takes into account teachers' abilities and strengths when allocating their duties so as to exploit their potential. The management is willing to listen to teachers' views and communicate closely with them. The school team unites together, supports and cooperates with each other in promoting school advancement with concerted efforts.
- 1.2 The school has embedded the rationale of school self-evaluation (SSE) in its routine work. The management leads the team to review different areas of school work by analysing the survey findings collected from stakeholders and the reviews of teaching activities, etc. In view of the school situation and children's needs, the teaching team puts emphasis on enhancing children's language ability. In the last school year, the school regarded enhancing children's learning abilities and interests in English as its major concern. Through joint-school lesson observation and professional exchange activities, the school enhanced teachers' skills and confidence in conducting English activities. In the meantime, the school also implemented parent-child reading scheme, toolmaking activities for parent-child play. It fostered children's interests in reading English books and enabled them to use English during play through home-school cooperation. The school implemented the plan in a systematic manner and positive results have been seen. Besides, the school has

upheld the education mission of the sponsoring body to consider facilitating children's moral development as another major concern in recent years. Teachers have actively carried out diversified moral education activities. They have also organised a series of parent-child activities and seminars for parents to learn to appreciate their children's behaviour and performance with a positive attitude, and set a role model for their children as well. The activities have been recognised and supported by parents. The school has taken into consideration the needs of different stakeholders from multiple perspectives to deploy suitable implementation strategies by means of teacher training, teaching activities and parent engagement. Moreover, it has reviewed the implementation of the work plans in a timely manner in order to devise corresponding follow-up measures to promote the school's sustainable development.

- 1.3 The school is committed to creating a harmonious and inclusive school environment and cater for children's diverse needs conscientiously. The school has set up an effective identification and referral mechanism. It also makes good use of community resources and cooperates closely with professional bodies to provide suitable services for children with special needs. Meanwhile, the management and designated teachers keep close communication with class teachers to formulate the strategies of supporting children's diversity together. Teachers also produce and adapt teaching materials to help non-Chinese speaking (NCS) children to learn Chinese. The school communicates with parents proactively and mutual trust has been built. It also ties in with its development plans and parents' needs to arrange different activities including thematic seminars, parent-child workshops, moral education parent groups, which are conducive to enhancing parents' parenting skills while facilitating the building up of parent-child relations. Besides, the school arranges lesson observation for parents so that they understand their children's learning at school and teachers' pedagogy. The school gains much trust and support from parents, building a good relationship between the school and parents. They work together to nurture children to grow joyfully.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and the curriculum guide of the sponsoring body to design a comprehensive and balanced curriculum by integrating the contents of all learning areas using real-life themes.

The curriculum meets children's abilities and interests while covering the cultivation of children's attitudes, construction of knowledge and acquisition of skills. The school also arranges project learning activities for each grade level. Teachers and children select children's favourite topics for the project activities together, and then identify and explore the problems with a view to enhancing children's active learning abilities. The school arranges a balanced daily schedule for children to have sufficient time to engage in music, physical, art and free choice activities. However, some learning content and homework in early childhood mathematics for K3 children in the second school term are relatively difficult. The school must remove them so as to cater for children's developmental needs at kindergarten stage.

- 2.2 The school puts much effort on nurturing children's moral characters. It has proactively implemented moral education in recent years. The school has helped children develop the habits of positive thinking and behaviours by sharing religious and moral stories and organising activities like good behaviour award scheme, etc. The school also has devised goals of good behaviour for children so that teachers and parents can record children's performance together with a view to helping children develop good behaviours such as observing rules and being polite.
- 2.3 The school has established a sound curriculum coordination mechanism. The management leads teachers to discuss the activity arrangement and the designs of interest corners together before starting a theme, thus the curriculum is implemented collaboratively. The management gives advice to teachers regarding activity design through scrutinising teaching plans and attending meetings. Yet the management is required to strengthen curriculum monitoring. It should understand the implementation of curriculum through lesson observation and evaluation to provide timely feedback to teachers with the aim of further enhancing teachers' teaching skills.
- 2.4 The mechanism for the assessment of child learning experiences is well-developed. Teachers understand children's learning using continuous observation. They also grasp children's performance in different areas through summative assessment of the school term. The school develops portfolio for children to keep their assessment information and work as evidence of their growth. In the meantime, the school also invites parents to observe their children's performance at home so as to learn about their physical and psychological development from multiple perspectives. Regular meetings and communications are arranged to inform them of their children's development. The school may consolidate and analyse children's assessment

information to serve as reference to inform curriculum planning so as to revise the curriculum content in a timely manner.

- 2.5 The school puts emphasis on fostering children's active learning abilities. Various interest corners are set up in classrooms at which the content is related to children's life experiences. Diversified and manipulative materials are provided therein to enable children to explore and learn so as to stimulate their interests to observe different things. Children like to enter the interest corners to manipulate different materials to make new discovery. Teachers can make good use of the setup of the interest corners to extend the learning content of thematic activities which is beneficial to children to further construct knowledge as well as deepening and consolidating what they have learnt. The school arranges children to engage in play in the integrated playroom every day. A wide range of materials and tools such as big building blocks, carton boxes, toy saws, etc., are available for children to manipulate and play. Children choose materials at their own preference to engage in play and create new playing methods. They cut the carton boxes into hats, shields, binoculars and so forth, showing their rich imagination and creativity. Children dare to make attempts and try hard to think. They make use of different tools and methods to solve problems actively like exploring the ways of joining thick cardboard papers together. Building on the successful experience, children's confidence of active learning is thus boosted.
- 2.6 Teachers communicate clearly and speak systematically. The teaching activities they designed contain clear learning focuses. Teachers use stories, real objects, pictures, etc., to facilitate their teaching in order to inspire children's learning interests. They often encourage children to express their views, listen to them patiently and give timely response to their thoughts. Teachers adopt different strategies including suitable seating arrangement, cue cards, verbal demonstration to support children with different needs and cater for their diversity.
- 2.7 During physical activities, children are able to master the coordination of gross and fine motors. During music activities, children display good collaboration skills, rich imagination and creativity. Children are kind and energetic. They are enthusiastic to learn and keen to take part in activities. They like to communicate with others and take initiative to express their views and thoughts. Children of different cultural backgrounds and abilities get along well, showing their good social development. NCS children are engaged in activities as well. They are able to talk with peers in Cantonese. NCS children of K3 class can write Chinese words

neatly. Children observe rules and show courtesy. They care for and help others. When their peers knock over toys accidentally, children will immediately take initiative to help them tidy up.

3. Recommendations for Enhancing Self-improvement of School

When drawing up its development plans, the school stills need to devise the objectives in a clearer and more focused manner. It should facilitate the team to understand the expected results of the development plans and identify the development directions of the next stages, thereby helping the school strive for self-improvement. The management may monitor the implementation of the curriculum by means of lesson observation and evaluation so as to give timely feedback to teachers, thereby enhancing the teaching effectiveness. It may also lead the teaching team to consolidate and analyse children's assessment information which can serve as reference for curriculum evaluation. The school must remove the difficult learning content and homework in early childhood mathematics for K3 children in the second school term in order to meet children's developmental needs at kindergarten stage.