

School No.: 537578

Quality Review Report (Translated Version)

Creative Kindergarten (Castello)

**Kindergarten Premises on Level 5 & Entrance Hall on Level 6,
Castello, 69 Siu Lek Yuen Road, Sha Tin, New Territories
(Including Child Care Centre)**

24, 25 & 27 October 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: 24, 25 & 27 October 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 school maintains close liaison with the affiliated schools of the organisation that they share their experiences and exchange teaching experience with one another through joint-school functional groups, which is conducive to facilitating teachers' professional development. The management is active to communicate with teachers, listens to and accepts the team's opinions to strengthen the work effectiveness. The school allocates duties according to teachers' interest, preferences and experience. It also arranges a newly recruited teacher and an experienced teacher to teach the same class for familiarising the new recruits with the school environment and helping them grasp the teaching requirements the soonest. With the school's appraisal system, staff members can reflect on their performance at work and understand their strengths and areas of improvement, thus fostering their professional growth.
- 1.2 Regarding the fact that quite a number of teachers have joined the school in recent years, the school set team building as its major concern of last school year and arranged various types of training to enhance team cohesion. After the completion of related professional training activities for teachers, the school reviews the work effectiveness. Teachers believe that the training can enable better understanding among themselves so that they can work as one in striving to plan activities and exploit the spirit of mutual support. Besides, the school puts forward the two major concerns of this school year, namely creating a positive atmosphere on campus and increasing children's learning effectiveness through the optimisation of the free choice corners, from the aspects of introducing professional support, enriching the environment setup, arranging workshops for parents, etc. The school organises relevant tasks according to the objectives. The work plans have been implemented progressively.
- 1.3 The school cares for the diverse needs of children and establishes a mechanism to identify children with special needs. It liaises with parents at opportune times to

provide children with appropriate support. The school invites parents of alumni to share their child's primary school life and arranges primary school visits for preparing K3 children to promote to primary school. By means of conducting parents' meetings, distributing school newsletters, etc., the school keeps parents informed of its latest development and builds different channels to communicate with them. Meanwhile, the parent-teacher association takes the initiative to reflect parents' views collected to the school to assist the school in grasping and responding to parents' needs. Additionally, the school recruits parent volunteers to help with the activities and organises seminars and workshops for parents to uplift their child-rearing skills and enhance their competence in parenting. Parents recognise the school's rationale of nurturing children. They join hands with the school to support the healthy growth of children.

2. Learning and Teaching

- 2.1 With reference to the curriculum outline of the organisation and in connection with children's life experiences, the school devises an integrated curriculum of which the learning content is comprehensive, encompassing the cultivation of children's positive values and attitudes, as well as their acquisition of skills and knowledge. In response to the recommendations of the previous Quality Review, the school has improved the planning of the learning area of Nature and Living so as to nurture children's observation and exploratory skills. Furthermore, the school attaches importance to developing children's creativity. It endeavours to create an artistic atmosphere on campus and provides more opportunities for children to participate in art activities. Apart from conducting the national flag raising ceremonies, teachers also let children take part in festive activities in a bid to deepen children's understanding of traditional Chinese culture and custom. The school arranges a variety of learning activities for children to have opportunities to carry out music, physical, art and free choice activities every day. However, the design of some pieces of language homework for K3 is rather difficult. The school must review and remove the inappropriate content in order to cater for children's interests and developmental needs.
- 2.2 The school puts emphasis on children's moral development. Through the launch of award schemes, including inviting parents to observe their child's behaviour at home on a regular basis, the school facilitates children to practise morals in daily life. In

this school year, the school even takes fostering a positive atmosphere on campus as its major concern. In addition to the deployment of teacher training and parent workshops, teachers guide children with patience. They often recognise and appreciate children for cultivating children's self-confidence and optimistic attitude. The relevant plans have been implementing in a step-by-step manner.

- 2.3 Teachers continuously observe and keep records of children's learning while creating learning portfolios to maintain thematic assessment information, anecdotal observation and so forth, as evidence of children's growth. The school liaises with parents regularly, which is conducive to teachers to stay informed about children's behaviour and performance at home, hence giving teachers a full picture of children's development. Yet, the school is advised to formulate assessment criteria for teachers to grasp the assessment requirements. It is also beneficial for the school to consolidate and analyse the child assessment information to form the basis for curriculum adaptation.
- 2.4 The management leads teachers to discuss teaching activities, setup of interest corners, etc., through curriculum meetings. By conducting classroom walkthroughs and scrutinising teaching documents, the management keeps track of the curriculum implementation as well. Teachers have teaching reflections on learning activities, but they mainly describe the performance of children and teaching processes. The management is recommended to enhance teachers' reflective skills by guiding teachers to evaluate aspects like learning objectives, teaching strategies and environment setup, as well as rendering specific suggestions for follow-up so as to increase the learning and teaching effectiveness.
- 2.5 The school environment is neat and bright with a spacious campus that benefits children to carry out various kinds of activities. Teachers make good use of children's artworks to decorate the campus for children to see and learn from one another. Creative works of different artists are displayed in the lobby where children can appreciate famous paintings, thus facilitating their aesthetic development. Regarding the major concern of enhancing children's learning effectiveness by optimising free choice corners, teachers set up corner activities in the lobby meticulously. Play materials are rich in variety and tie in with themes. As observed, children chose their favourite face shape and hairstyle, and used different materials to illustrate the facial expressions. Alternatively, children collaborated with their peers to draw, unleashing their creativity. Children found great pleasure when they manipulated musical instruments and then compared the

difference in sound, or tried to play the melodies of songs. Teachers provided guidance at an opportune time and played with children during activities. Children are interested in the corner activities in the lobby. Teachers are advised to draw on the experience of designing the relevant activities to make the exploratory corners in the classrooms more fun, thereby further stimulating children's curiosity and cultivating their power of observation.

- 2.6 Teachers are kind and care for children. They accept children's individual needs, encourage children with special needs to participate in activities while listening to children's views patiently. Teachers tell stories with lively tones for engaging children in the plots of stories. In tandem, sharing sessions are arranged for children to express their thoughts and feelings so that children can enhance exchange and communication with peers. Children sing and perform rhythmic movements during music activities. Teachers give clear demonstrations. Children love singing and are devoted to the activities. Physical equipment such as tricycles and climbing frames are placed in the play areas for children to use. Children roll over and crawl so as to develop gross and fine motor coordination. Teachers may improve the arrangement of the physical activities and reduce the waiting time for children with a view to strengthening the effectiveness of the physical activities.
- 2.7 Children participate in classroom activities actively. They are willing to answer teachers' questions and share their views, and apply what they have learnt into daily life, demonstrating good language abilities. Moreover, children take the initiative to greet others and are pleased to offer a helping hand that they assist teachers in packing and tidying up play materials after activities. Children get along well with one another. They like playing and learning together and enjoy the fun of social life.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school sets the development direction according to its context. To boost the effectiveness of the plans, the school may set more explicit and focused major concerns in a bid to formulate the respective concrete task objectives and strategies. In this way, the school can evaluate the effectiveness of the major concerns and promote its sustainable development.
- 3.2 The management is recommended to guide the team in setting assessment criteria to help the school utilise the assessment information for informing curriculum planning. Teachers are advised to strengthen their reflective abilities and refine the

arrangements of the physical activities so as to increase the effectiveness of learning and teaching. Besides, the school is required to remove the inappropriate language homework of K3 to cater for children's developmental needs.