

School No.: 132896

Quality Review Report (Translated Version)

St. Stephen's Girls' College Kindergarten

Portion of the Garage on G/F and Whole of 1/F, 33 Park Road, Hong Kong

9, 10 & 12 January 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: 9, 10 & 12 January 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 leadership team. It ties in with the leadership team's professional advice and resources regarding administration and teaching to pool the efforts of the teaching team for promoting the school's continuous development. The management is experienced in school administration. It assigns duties according to teachers' abilities and expertise and sets up different functional groups so that teachers can cooperate with one another and play to their strengths. The school has a harmonious working atmosphere. The management values and respects the team. It always encourages teachers to proactively express their views, invites them to share what they have learnt in training on a regular basis and conducts lesson observation in accordance with major tasks, thereby creating a culture of exchange and learning, and enhancing the team's professional competence.
- 1.2 The school has established the school self-evaluation mechanism. It has followed up on the recommendations of the previous Quality Review effectively to consolidate and analyse children's assessment information for validating the performance of major concerns. It is also an appropriate practice of the school that it takes into account the views of different stakeholders and formulates development plans for the coming year based on school context and opportunities. Nurturing children's positive values and attitudes is of great importance to the school and has been considered as the school's major concern in recent years. The school deploys proper strategies in the aspects of teacher training, child activities and home-school cooperation to exert efforts to facilitate children's mental and physical health through diversified experiential activities. In addition, the school regarded strengthening children's understanding of Chinese culture as its major concern last school year. It enhanced teachers' relevant knowledge and ability in planning activities and helped children gain an understanding of our country and traditional culture from their daily life and learning, hence cultivating children's sense of national identity.

1.3 The school cares for and accepts children. It systematically helps children integrate into school life. For instance, it arranges adaptation activities for the newly admitted children and carefully records children's changes in emotions and performance in activities. It also aptly informs parents of their children's situation and takes follow-up actions, ensuring the smooth transition of children to a new learning stage. The school organises training activities and provides information on further studies for teachers to consolidate the team's professional competence in supporting the learning of children. It also makes good use of community resources to cater for children's diverse needs and offers appropriate support and referral services to children and their parents. The school has set up effective channels to communicate with parents. It listens to their views on the school and takes follow-up actions accordingly. Parents trust and support the school. They have a strong sense of belonging to the school and actively take part in school activities. They also serve as parent volunteers or share information about the learning themes at school, helping enrich children's learning experience.

2. Learning and Teaching

2.1 The school makes reference to the recommendations of the *Kindergarten Education Curriculum Guide* and carefully selects theme-based storybooks for its curriculum. The curriculum content covers different learning areas and emphasises on helping children build positive values and attitudes, acquire skills and construct knowledge through first-hand experience, facilitating children's whole-person development. Taking into consideration that children go out less often as they have to learn at home in recent years, the school has flexibly made adaptation by arranging parent-child activities that help children get to know the community. With resumption of face-to-face classes, the school organises simulated travel activities to let children gain an understanding of the cultures and attractions of different countries. The activities are conducive to broadening children's horizons and helping them learn to appreciate and treasure their environment. The school's daily schedule is also properly planned. It provides children with group and individual learning opportunities and activities that are both active and quiet. The wide range of games arouses children's interest in learning and enables them to practise getting along and cooperating with others in harmony. In order to assist K3 children in adapting to the changes of transitioning to primary one, the school organises three weeks of relevant activities

in the second school term. However, some of the language and early childhood mathematics homework during that period are difficult. The school must make amendments to such contents to meet children's developmental needs.

- 2.2 The school has formulated an appropriate policy on the assessment of child learning experiences. Teachers understand children's learning through continuous observation and clearly record children's situation in each learning area in the thematic assessment report. They also create children's performance excerpts from various activities to analyse children's developmental progress, thus informing the curriculum and evaluating the implementation of the development plans effectively. At the end of the school term, teachers comprehensively summarise children's development in different stages by referencing the content of thematic assessments and their observations of the children's activities. The school communicates with parents in a timely manner. Through meetings and dissemination of assessment information, parents get a grasp of their children's learning, while the school understands parents' strategies for supporting their children's learning at home. This facilitates home-school cooperation in nurturing the growth of children.
- 2.3 The management leads teachers to design the curriculum. They adapt the learning content to align with children's abilities and the development trends of kindergarten education. The school appoints senior teachers of each grade level to be members of the school-based curriculum committee to coordinate the teaching progress of each grade level, and follow up on the designs of teaching aids and the assessment of child learning experiences. The management also monitors the progress of curriculum implementation through conducting classroom walkthroughs and reviewing lesson plans while supporting teachers by arranging peer lesson observation, hence elevating the quality of teaching. The school analyses comprehensively the assessment information of children in each class to understand the common phenomena in children's learning, and then makes appropriate teaching adaptation and designs corresponding support strategies. It adopts an evidence-based approach to improve learning and teaching.
- 2.4 The school makes good efforts to promote children's understanding of Chinese culture. Whenever there is a traditional festival, the school designs games and activities to introduce the origin of the festival. Teachers use fun stories to teach children about the virtues and cultural traditions associated with Chinese festivals, such as the importance of family reunions and showing filial piety to the elderly. The school also holds the national flag raising ceremony so that children can learn

the relevant etiquette and show respect to our country. During the morning and afternoon assemblies, the school shares with children the news and current events of our country, such as the ecology of giant pandas, space missions of the astronauts and celebrations of National Day. This help children gain a basic understanding of the matters and development related to the motherland. In this school year, the school utilises external support to help teachers incorporate strategically the elements of Chinese culture into thematic teaching. For example, teachers teach children to sing classic Chinese nursery rhymes and introduce them to Chinese musical instruments, so that children can learn about our country and appreciate Chinese culture and art from various perspectives.

2.5 The school places importance on fostering children’s moral development and cares about their mental and physical health. With the aim of enabling children to learn and put into practice caring for others, the school collaborated with parents and tried different strategies to implement the related work plans last school year, including designing parent-child activities, and asking parents to help children complete simple tasks like doing housework, greeting security guards and donating clothes. Besides, the school encouraged parents to exercise with their children during the suspension of face-to-face classes so as to keep their children healthy. It also invited children to take short videos of their family activities and share the video clips with peers via the school’s electronic platform to promote their connection. After the resumption of face-to-face classes, the school arranged training for teachers to lead children to express their feelings through singing, rhythmic movement and music games during the music activities, so as to take care of children’s emotional well-being amid the pandemic and help them stay positive. Building on the foundation of the previous school year, the school has produced a series of school-based theme books with the content of caring, environment protection, a sense of responsibility, etc. The school is moving in the right direction by continuously cultivating positive values and virtuous behaviour in children.

2.6 The school decorates the environment thoughtfully. All kinds of parent-child artwork are displayed in the lobby, including two-dimensional drawings and three-dimensional teaching aids that are in line with the learning themes, to create a cordial atmosphere on campus. Teachers set up different interest corners in the classrooms, with imaginative play corners and art corners being the most popular among the children. Children simulate having reunion dinners in the imaginative play corner and learn about the symbolic meanings of Chinese New Year dishes. In addition,

they experience the fun of the Lunar New Year Fair by playing the roles of stall owners or customers, buying and selling New Year flowers and pinwheels. Through play, children deepen their understanding of the learning content as well as increasing their interaction and exchange with peers. In the art corner, children make creative crafts of different Chinese Zodiac signs and spring couplets with diversified materials. Meanwhile, the school arranges activities like inserting coins into piggy banks, sorting beans and picking up beads with chopsticks for children, thus making use of manipulative games to foster the development of children's fine motor skills. Building on this foundation, the school is advised to review the situation where some of the free choice and thematic learning activities are carried out at the same time, and make proper arrangements or adjustments to further enhance the effectiveness of letting children choose free choice activities of their own accord.

2.7 Teachers leverage pictures and real objects to assist in teaching when holding thematic discussions with children. They encourage children to use their senses to explore and learn. For instance, they allow children to appreciate attentively the Chinese blue and white porcelain, or let them observe and touch different coins so as to identify their values by colour and weight. In terms of physical activities, teachers design appropriate activities according to children's physical development. Teachers also allow children to design their favourite circuit games, unleashing children's creativity. Teachers observe the gross motor skills coordination of children meticulously and give guidance to children in need appropriately. During the review sessions, teachers explicitly point out areas of improvement to children in order to consolidate their learning. Children are keen on learning and take part in a wide range of activities enthusiastically. Teachers teach children to follow rules with skill and patience. They praise children for exhibiting righteous behaviour and guide them to be respectful of the rules of etiquette spontaneously. Children have good self-care abilities as they queue up during toilet time and are able to organise personal belongings like shoes and coats. They are always willing to serve others by eagerly assisting teachers in tidying up teaching aids and physical equipment, as well as take the initiative to help peers in need.

3. Recommendations for Enhancing Self-improvement of School

The school puts effort into promoting the whole-person development of children through

diversified activities. Team members join hands to refine the curriculum by self-evaluation and create rich learning experiences for children. Nonetheless, the school is required to make amendments to the difficult homework content of K3 during the activities concerning the interface between kindergarten and primary school so as to meet the developmental needs of children. It should also adjust the arrangement of some activities to further enhance the learning effectiveness of free choice corner activities.