

School No.: 543861

Quality Review Report (Translated Version)

Assembly of God Union Church Kindergarten

**1/F, Carpark and Ancillary Facilities Block, Phase 2, Yu Chui Court,
Shatin, New Territories**

7, 8, 12 & 14 December 2022

**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: 7, 8, 12 & 14 December 2022

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 leadership team cares about the development and operations of the school. It attends regular meetings to comprehend the implementation of the administrative affairs and various work plans in order to provide timely suggestions and support to the school. The school has explicit codes and guidelines which help the staff master the job requirements. The management has a good rapport with each other. It is familiar with the sponsoring body and the school culture, and leads the team to execute the daily work in different areas effectively, thus ensuring the smooth operations of the school. The school plans teacher training and peer lesson observations every school year according to the major concerns and the team's needs. It also arranges teachers to share what they have gained after the activities so as to facilitate the professional exchange between teachers, which is conducive to enhancing the quality of teaching. Members of the team often discuss different matters with one another, building a culture of collective discussion. They support each other and collaboratively promote the continuous development of the school in a harmonious atmosphere.

1.2 The school has established a clear school self-evaluation (SSE) mechanism and applies the cyclical rationale of SSE in its daily work. Based on children's performance and the views of different stakeholders, the teaching team regularly reviews the effectiveness of various areas of work and major concerns. After that, the team plans the school development for the next stage. The management has followed up on the recommendations of the previous Quality Review and sets major concerns in accordance with the trends of kindergarten education, the school context and children's needs. The management also works with teachers to devise the work strategies of the major concerns. The school has regarded enhancing children's ability to explore freely through play as its major concern in recent years. It implements the work in various aspects, such as teacher training, curriculum planning and home-school cooperation. It timely reviews the effectiveness of the

work and makes adjustments accordingly. The school brings in external support this school year to elevate the effectiveness of pedagogy-related discussions and curriculum refinement. Core teachers hold regular meetings with consultants to deliberate ways of increasing the element of free exploration in the curriculum. They also organise collaborative lesson planning, lesson observation and evaluation to strengthen teachers' abilities in teaching, thereby achieving the expected outcomes of the major concern. In this school year, the school has set strengthening national education as another major concern. It forms relevant working groups and designs diversified activities to implement the plan progressively so as to help children gain an understanding of Chinese culture and foster their sense of national identity.

- 1.3 The school caters for children's diverse needs. It has a clear identification and referral mechanism to provide appropriate support for children in need as soon as possible. It works closely with professionals to take concerted follow-up actions in light of children's abilities and development. The school takes good care of the newly admitted children. It understands children's living habits and preference through parent survey. It also holds seminars for parents of the newcomers to explain how their child may act when facing changes and the ways to deal with such behaviour. Parents are then able to help children prepare well for starting school. The school adjusts the daily schedule in order to help children adapt to kindergarten life gradually. Teachers discuss the individual circumstances of children during meetings and maintain close communication with parents to aptly provide emotional and adaptation support for children and parents. The school regards parents as partners and uses multiple communication channels to inform them timely of children's performance. It also conducts various parent seminars and parent-child activities that tie in with the school development plan and parents' needs. These measures not only deepen parents' understanding of the school but also improve parent-child relationship effectively. Parents are willing to participate in different school activities. They recognise the school's mission and support the work and development direction of the school. Home and school join hands to foster children's healthy growth together.

2. Learning and Teaching

- 2.1 On the basis of the sponsoring body's education philosophy and with reference to the teaching packages, the school designs an integrated school-based curriculum with

learning themes. The school provides children with whole-class, group and individual learning opportunities as needed, and allocates sufficient time for them to engage in music, physical, art and free choice activities every day, ensuring children's holistic and balanced development. The school attaches importance to moral education. It shares Bible stories with children so that they can develop attitudes like gratitude and caring. Teachers encourage children to keep records of and reflect on their good behaviour. Furthermore, children take turns to be Courtesy Ambassadors and group leaders to develop good character traits like being obedient, polite and helpful. Nonetheless, the school arranges K1 children to copy Chinese characters and English alphabets. Some of the learning contents and homework in the second term of K3 are rather difficult as well. The school must examine and remove these inappropriate parts to meet children's abilities and developmental needs.

- 2.2 The school draws up the content of assessment of child learning experiences according to the curriculum goals. Teachers refer to the clear assessment guidelines to assess children through continuous observation. The assessment information is kept systematically in the learning portfolios which serves as evidence of children's growth. Teachers summarise children's developmental progress in each school term to keep parents abreast of their child's strengths and areas of improvement, as well as giving proper follow-up suggestions. The management leads teachers to collate and analyse children's assessment information on a regular basis which serves as a reference for supporting individual children and adapting the curriculum. Hence, the school makes use of the assessment information effectively to facilitate children's learning.
- 2.3 The school has set up a mechanism for curriculum coordination, monitoring and review. The management leads teachers to plan the overall curriculum. They develop and adapt the teaching content collaboratively by making reference to the review information. The teaching arrangements are reviewed and made timely adaptation. The management monitors the implementation of the curriculum through conducting classroom walkthroughs and scrutinising documents, and then offers teachers suggestions for improvement. Teachers have developed a habit to reflect on their teaching. They evaluate the effectiveness of individual activities based on children's performance. They also review the overall implementation of the learning themes from multiple perspectives and take appropriate follow-up actions to inform curriculum planning. By such means, the effectiveness of

learning and teaching can be enhanced.

- 2.4 The school has been aiming at enhancing children's ability to explore freely through play in recent years and regarded it as the major concern. Teachers take physical and free choice activities as the starting point. They provide diversified materials for children's use and encourage children to unleash their creativity to design different types of play. As observed, besides learning physical skills, children are also given the opportunities to explore by playing with different combinations of physical equipment. Children mostly play with peers and attempt to solve problems together. They have adequate exercise during play, so that their bodies and minds are relaxed and their gross motor skills are strengthened. Regarding the free choice activities, teachers provide a wide range of materials in the constructive corner, art and craft corner, etc. Children are engaged in presenting what they have in mind through two-dimensional and three-dimensional creations. They also make clay cakes and clay pizzas to decorate the imaginative play corner. They simulate running Chinese restaurants and food shops in play to apply life skills as well as what they have learnt in thematic activities. At the end of play, teachers lead children to share in focus the scenarios that should be applauded for or reflected on, consolidating children's learning effectively.
- 2.5 The school is keen on strengthening national education. It has refined the content of the learning area "Self and Society" to enrich the elements of Chinese culture in this school year. Teachers share with children Chinese folk tales in the morning and afternoon assemblies to introduce the virtues of Chinese culture. They also choose picture books that are related to Chinese festivals, customs and cultural characteristics in each learning theme. The books are placed in the reading corner to let children learn about our country through interesting stories. The school celebrates on special days like National Day, in which children try to play kung fu, learn fan dances, make traditional paper fans and so on. Through hands-on experience, children's love for Chinese culture has been cultivated. The school also conducts the national flag raising ceremony periodically to help children gain an understanding of the national flag and the national anthem, and to foster their sense of belonging to our country from an early age. The work on this major concern is being implemented progressively and has begun to deliver results.
- 2.6 The school makes every effort to create a harmonious and warm learning environment. There is display space for children's work on both sides of the corridors and in classrooms. The rules are jointly set by teachers and children, and

activity photos are put on view in classrooms. In the reading corners of some classrooms, there are family albums made by parents and children together. Memories and records of children and their peers can be found everywhere on campus, facilitating an atmosphere of mutual appreciation and learning. During the free choice activities, light music is played in classrooms for children to engage in play in a relaxed atmosphere. Besides preparing the play materials, teachers also meticulously design learning activities that are interesting and appropriate to children's abilities. Children love to finger read the nursery rhymes or revisit the concepts of early childhood mathematics through manipulation, thereby consolidating what they have learnt through play.

2.7 Teachers are kind and friendly. They care for and are patient with children. A positive learning atmosphere has been created as teachers always praise and encourage children. Teachers communicate and collaborate well with one another. They lead the activities in a lively way to arouse children's interest in learning effectively. Teachers use various ways like scenarios imagining and storytelling to spice up the activities when teaching. They demonstrate and explain clearly to enable children to grasp the learning content. Children sing nursery rhymes, feel the beat and adapt lyrics in music activities. Yet, music activities are conducted in English and Putonghua twice a week and those activities lean towards language learning and lack music elements, resulting in a deviation from the activities' original focus. The school is advised to review the designs and arrangement of such music activities in order to equip children with more experience in music appreciation and rhythmic movement creation.

2.8 Children love going to school and are courteous. They are familiar with the classroom routines and attentive to learning. They possess good oral comprehension and expression abilities as they respond to teachers' questions enthusiastically and ask questions actively as well. The social development of children is outstanding for they get along with, care for and love one another. Children tidy up the place after activities and play, take off and put on their shoes when changing from one activity to another, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school has established a robust SSE mechanism. The management leads the team to implement various strategies of the major concerns pragmatically. It also

reviews the implementation and effectiveness of the relevant work regularly. The school may increase teachers' involvement in setting its development direction to further foster team cohesion and professional competence.

- 3.2 The school must examine its curriculum to cancel the arrangement of asking K1 children to copy Chinese characters and English alphabets, and remove the excessively difficult K3 homework to meet children's abilities and developmental needs.