

**School No.: 563447**

# **Quality Review Report (Translated Version)**

## **The Boys' and Girls' Clubs Association of Hong Kong Cheerland Kindergarten (Wan Chai)**

**2/F and 4/F, 3 Lockhart Road, Wan Chai, Hong Kong**

**17, 18 & 20 June 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2020)**

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**Dates of Quality Review: 17, 18 & 20 June 2019**

- 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 Under the effective monitoring and supervision of the leadership team, the school strategically plans its development work and maintains close communication with stakeholders to provide appropriate education and care services for children. The school frequently keeps in contact with kindergartens under the same sponsoring body, and solicits professional capacity of teachers to devise the curriculum framework together, while organising inter-school teacher training to strengthen teachers' teaching skills. The management puts emphasis on building a shared belief and collaborative culture among the teaching team. With the aim of facilitating children's learning, the management leads teachers to conduct study to strengthen their rationale of the play-based learning. By means of lesson observation and evaluation, the management enhances teachers' abilities in conducting play, and evaluating learning and teaching. It trusts teachers and empowers them to coordinate school activities so that they accumulate experience in administration management and demonstrate leadership skills gradually. The school has a solid foundation while the teaching team displays team spirit to promote the sustainable development of the school with concerted effort.
- 1.2 The school conducts the school self-evaluation (SSE) work and formulates its development plan through whole-school participation. After collecting different information, the management and teachers, discuss and evaluate the effectiveness of work in different areas. They also review the effectiveness of daily work from time to time to follow up and revise the planning of relevant work in a timely manner. The school has followed up the recommendations of the previous Quality Review by better using the child assessment information as evidence of evaluating the development plan and informing curriculum planning. The school took nurturing children's morals as the major concern last school year. It drew up its development plan with concrete objectives and success criteria. The results were observed. This school year, the school regards promoting children to learn through play as its

major concern by enabling children to develop their self-directed learning ability through diversified play. The school meticulously considers the needs of children so as to formulate a suitable development plan and design appropriate work from the aspects of curriculum, teacher professionalism and parent-related work. It continuously reviews and revises the strategies. The results of the plan are remarkable.

- 1.3 The school respects and accepts the uniqueness of every single child, and sets up a clear identification and referral mechanism for children with special needs. It taps resources from the sponsoring body and community properly to provide appropriate care service for children in need. The school flexibly allocates manpower to cater for individual child's learning and emotional needs with great care. It also cooperates closely with external professional teams to arrange professionals to observe children on-site, provide suggestions for taking care of children to teachers, and render suitable counselling and support services to parents. The school is able to create a caring and inclusive culture in the campus, striving to provide appropriate support service for children with different needs.
- 1.4 The school and parents maintain close partnership. The parent-teacher association collects and follows up parents' views effectively, and assists the school in organising activities. The school introduces its education rationale, development directions and current context to parents in detail through various channels including the school website, publications, etc. In the meantime, it enables parents to understand appropriate ways of educating their children to enhance their parenting skills through "Parent Academy" and lesson observation. The school gains support and recognition from parents. It works with parents to promote the sustainable development of the school.

## **2. Learning and Teaching**

- 2.1 The school designs its integrated curriculum in accordance with the curriculum goals and framework of the sponsoring body. It selects themes which are closely related to children's daily life by making reference to the information of the teaching packages. The curriculum content is comprehensive, covering all learning areas. The school arranges diversified activities including festive celebrations, visits, community services, etc., to enrich children's learning experience. It encourages children to learn through play and senses. Besides, it allows children to conduct

project on topics that are of their interest. The school provides opportunities for children to instil positive values and attitudes, develop skills and acquire knowledge in a joyful learning environment. The daily schedule of the school is balanced. Whole-class, group and individual learning activities are arranged daily while children are provided with sufficient opportunities to take part in music, physical, art and free choice activities.

- 2.2 The school ties in with the curriculum goals to formulate the content on the assessment of child learning experiences. Teachers assess and analyse children's learning and development progress through continuous observation and records. At the end of the school term, they summarise children's performance and keep the assessment information and children's work properly in the learning portfolios as evidence of children's growth. Teachers have meetings with parents in a timely manner to inform parents of their children's learning performance. They encourage parents to observe their children's behaviour at home so as to deepen both parties' understanding of children, which is conducive to fostering children's growth through home-school cooperation. The school can make use of the assessment information to inform the school-based curriculum. It also enables the sponsoring body to grasp the effectiveness of curriculum implementation.
- 2.3 The school has a sound mechanism of curriculum coordination and monitoring. The management masters the effectiveness of curriculum implementation through lesson observation, scrutinising curriculum documents and attending teaching meetings, ensuring that the teaching content and strategies meet children's needs. In addition, the management keeps abreast of the trends of kindergarten education development with rich professional knowledge. It properly plans peer lesson observation, and evaluation, steers teachers to work out and implement the refined design and strategies of play. The management performs the roles of leadership and supervision in full. Teachers often conduct teaching reflections. They review the effectiveness of activities according to children's performance, analyse problems and make suggestions for improvement. Thereafter, they carry out follow-up work and inform the planning of the curriculum.
- 2.4 The school regarded nurturing children's morals as the major concern and set courtesy, love and care and so forth as the focuses of moral development last school year. Teachers shared stories and everyday life events with children and incorporated relevant elements into the themes and daily activities, enabling children to master appropriate attitudes when getting along with others in daily life. In the

meantime, teachers were able to praise and encourage children more often under a caring and loving atmosphere. They assigned children to be small group leaders, ambassadors, etc., so that children could learn to care for and help peers and teachers, and therefore practised good behaviour in natural and real-life contexts. Teachers designed parent-child activities and launched the “Moral Cultivation Award Scheme” to encourage parents to observe their children’s daily behaviour, with a view to further developing children’s morals through home-school cooperation.

- 2.5 The school aims at facilitating children’s self-directed learning ability and formulates a development plan with clear objectives this school year. The management co-organises teacher training with its affiliated schools to let teachers learn the play-based strategies through observation and sharing, thereby deepening teachers’ understanding of strengthening the elements of free exploration in play. Teachers often explore materials, their roles, venue arrangement, etc., which are factors affecting the effectiveness of learning through play. Moreover, they adjust the strategies and design of play accordingly to ensure that children are provided with sufficient opportunities for children to explore freely. Teachers let children choose from diversified materials and decide the rules of play. As observed, children make use of different materials such as paper boxes and cans, and also apply their prior experience and creativity, constructing a unique building. They often discuss the design of play with peers, such as the ways to make a ball rolling and the rules of collaborative rope skipping, demonstrating good negotiation ability. Teachers intervene in children’s play in right time while observing children’s performance. They frequently take part in the play, through which children’s thinking and creativity are inspired through teacher-child interaction. After play, teachers facilitate children to share their experience, to help them express their thoughts and feelings, which is conducive to consolidating children’s knowledge gained from play.
- 2.6 The school creates a fascinating learning area with great efforts. It decorates the campus by making good use of children’s work and photos taken during play and learning activities, filling the campus with a harmonious atmosphere and developing children’s sense of belonging to the school. Children participate in planting, water the plants in the spacious roof, carefully observe insects and small animals, displaying the attitude of appreciating and cherishing the natural environment. They also take part in various kinds of play, such as cycling, playing slides and drawing with big paintbrushes. Teachers set an exploratory corner in the school lobby. They also set up a wide range of interest corners in the classrooms where

diversified toys and materials are placed to inspire children. Children enjoy the imaginative play particularly and they devote themselves to playing different roles with peers to create their dialogues together. In addition, they often draw or write greeting cards and notes to express their care and encouragement to others.

- 2.7 Teachers are well-prepared for their teaching. They make good use of real objects, picture cards, play, etc., to facilitate their teaching, which are effective in catching children's attention and enabling them to learn from each other through interaction. Teachers ask appropriate questions to guide children to think and provide them with sufficient opportunities to respond. Meanwhile, they respect children's thoughts. Teachers attend to children's learner diversity and handle their emotions patiently, while deploying strategies such as individual care and giving verbal cues in light of children's needs and abilities. Children actively participate in physical play activities, and learn to conduct individual and cooperative play with the use of various kinds of physical equipment. They are energetic in activities, and display good body coordination and gross motor skills. Teachers lead children to sing nursery rhymes and manipulate musical instruments. They also incorporate the play elements in music activities in order to make the activities more interesting. Yet, teachers should put better focus on allowing children to immerse themselves in music and express their emotions through performing rhythmic movements, enabling children to enjoy the fun of music activities.

### **3. Recommendations for Enhancing Self-improvement of School**

The school formulates clear development directions in accordance with the curriculum development and needs of children. It strives to strengthening children's moral development and self-directed learning. In the meantime, it suitably caters for children's diverse needs so as to provide them with comprehensive and balanced learning experience. Building on this solid foundation, the school may keep leading teachers to demonstrate the professional capacity of peer collaboration to plan and promote the development work in the next stage through the SSE work, so as to provide quality education service for children continuously.