

School No.: 563463

Quality Review Report (Translated Version)

**The Boys' and Girls' Clubs Association
of Hong Kong Cheerland Kindergarten
(Wong Tai Sin)**

G/F, Tat Sin House, Upper Wong Tai Sin Estate, Kowloon

8, 9, & 11 November 2021

**Kindergarten Inspection Section
Education Bureau**

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

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: 8, 9 & 11 November 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 leadership team proactively supports the school development and discharges its roles and responsibilities of leadership and guidance. It shares with the school the latest development of the kindergarten sector during meetings. It also understands the school's situation and needs through regular school visits, thereby helping the school devise its development directions. The school makes good use of the resources of the sponsoring body. It works together with the affiliated schools to formulate plans on a teaching research study related to children's play, the professional development activities for teachers and the support for children. Meanwhile, they collaborate closely in promoting curriculum development. Through sharing and exchange with each other, professional capacity is pulled together while synergy effect is attained, so as to enable the school to improve continuously.
- 1.2 The management has served the school for years. Management members share a common rationale and cooperate seamlessly to keep steering the school to enhance different areas of work in an ongoing manner. They put much effort to maintain and groom the teaching team by adopting different strategies to assign work and arrange training activities in accordance with the school context. The management is able to seize opportunities. By leveraging the advantages brought by the enhancement of teacher to pupil ratio under the Kindergarten Education Scheme, the management deploys manpower flexibly. It arranges experienced teachers to take turns to serve as curriculum leaders in order to develop their organisation and coordination skills and impart to them the work of leading a curriculum, which help groom talents for the school's long-term development. The school has created a friendly and harmonious working atmosphere and a stable team with solidarity has been successfully built. Teachers closely communicate and collaborate with each other to facilitate the school's sustainable development with concerted efforts.
- 1.3 The school has established a well-developed self-evaluation mechanism. The

teaching team cares about the school's affairs. Teachers often take initiative to review and reflect on the implementation of different tasks with peers and subsequently take follow-up actions in a timely manner based on the practical needs. The cyclical school self-evaluation (SSE) rationale of planning, implementation and evaluation has been entrenched. To tie in with the trends of kindergarten education development, the school has set promoting children to learn through play and strengthening the elements of free exploration as the major concerns in recent years. The management leads teachers to draw up the development plans together by taking into full consideration the needs of different stakeholders. By means of refining the daily schedule arrangement, reviewing the space allocation of the campus and classrooms, as well as enriching the types of play and toy materials, the school progressively creates a favourable environment for children to play and learn. The development plans of the school are of clear objectives with strategies appropriately deployed. Through continuous reviews and timely adjustment of the strategies, the plans are thus implemented in a step-by-step manner.

- 1.4 The school upholds the spirit of education for all, striving to help children with different needs and their families. There is a clear identification and referral mechanism and resources of the sponsoring body are capitalised effectively to provide appropriate support to children with special needs at the earliest. Teachers communicate and collaborate with interdisciplinary professionals to discuss the support measures. They adjust the caring and teaching arrangements for children when necessary to facilitate their learning. The school values home-school communication. It sets up diversified channels to maintain close liaison with parents and often informs them about their children's learning and development. The school also takes parents' opinions into serious consideration for continuous improvement of its work. Moreover, the school regards parents as its collaborative partners. It makes effective use of the parents' expertise and forms a parent volunteer team to assist the school in carrying out activities. Parents trust and support the school. They provide suggestions actively and work with the school together to promote the healthy growth of children.

2. Learning and Teaching

- 2.1 Making reference to the curriculum outline and teaching packages of the sponsoring body as well as taking into account the diversified development of children, the

school devises its curriculum according to the children's needs. Themes with selected real-life topics are used for the integrated curriculum design. Moral education for children is emphasised. Building on the past experiences, the school includes stories with morals in each theme currently. It also carries out activities for practising good moral characters in everyday learning such as "caring baby" and "big brothers and sisters of good discipline", so that children can learn to care for others, and develop good moral characters and behaviours through gradual and imperceptible influences. The school's curriculum is comprehensive and covers different learning areas. Active and quiet learning activities are alternately arranged in the daily schedule which can meet children's developmental needs. A wide range of play and learning activities are also provided to facilitate their balanced physical and psychological development.

- 2.2 The school has regarded promoting children to learn through play as its major concern in recent years. Teachers are equipped through training first. They learn the concept of play, the roles of teachers during play, as well as the environment setup and materials selection that can facilitate children's free exploration. In this school year, the school rearranges the venues for the interest corners. It sets a free activity zone by making good use of the common areas outside the classrooms and a free play zone inside classrooms to provide more opportunities for children to engage in play. As observed, children explore the playing methods of various materials with peers together in the interest corners. They also cooperate to try and find out how to use soft blocks of different shapes to build a house. Teachers proactively apply what they have learnt in training. They observe and participate in children's play and intervene to raise questions in an opportune time to facilitate children's exploration through play. During review sessions, teachers are able to take care of children's development level of their age by adopting different approaches. Examples are using question cards as an introduction, inviting children to present their work, and so forth. They guide children to share their experiences and feelings of play, and help them summarise the experiences, extend their learning interests and consolidate the new knowledge constructed.
- 2.3 The school has a clear policy on the assessment of child learning experiences. The content of assessment is comprehensive and ties in with the curriculum objectives. Children are assessed through continuous observation and record-keeping. Meanwhile, teachers evaluate children's learning performance in different areas in the forms of observation records and work analysis. At the end of the school year,

they summarise the learning and development of children and inform parents about their children's development at various stages. In addition, the school invites parents to review children's performance at home so as to facilitate teachers to understand children's growth from different perspectives. The school follows up the recommendations of the previous Quality Review to analyse children's assessment information systematically and use it as a reference for informing curriculum planning and teaching activity design, and following up on children's learning.

- 2.4 The school has put in place a sound mechanism for curriculum coordination, monitoring and review. The teaching team reviews and adjusts the curriculum schedule in accordance with children's needs and abilities in a timely manner. Moreover, teachers collaboratively discuss the activity arrangement, environment setup and selection of teaching materials of the themes during lesson planning meetings. In this school year, the school revises the arrangement of lesson planning meetings from grade level discussion to whole-school participation. Such practice not only can promote the exchange of ideas among the team but also help enhance the spirality of the curriculum. With clear directions on curriculum development of the school, the management leads the team to keep making new attempts in environment planning and learning and teaching strategies. They work together to promote curriculum development. Besides, the management understands the implementation of curriculum through classroom walkthroughs, lesson observations and scrutiny of documents, etc. It gives concrete advice and feedback to teachers in a timely manner, demonstrating its role of monitoring and facilitating curriculum development. The school has successfully established a reflective culture. The team continuously evaluates the teaching effectiveness and refines the activity design when necessary. Nevertheless, the school still needs to improve the arrangement in the primary one simulation activities. It is required to select teaching materials which meet children's abilities and cancel the dictation activities. It should also design a balanced daily schedule for children to gain proper learning experiences in the aforementioned activity period.
- 2.5 The school reviews the arrangement of venue usage conscientiously. In this school year, the school tries to conduct thematic activities in the picture books library. It hopes, on one hand, to free up more space for children to participate in free choice activities in classrooms, and, on the other hand, to intentionally provide a quiet environment for children to focus on thematic learning. The new arrangement

works well. Teachers decorate the classroom learning environment meticulously and set up different interest zones. Corner activities are diversified while materials therein are rich and manipulative which provide various learning experiences for children. Moreover, an imaginary zone with design related to the teaching themes is created for children to extend their learning through interactive play under a real-life context. Children are keen to show their talents on the little stage while the peers take initiative to make compliment and give applause to encourage the performers. The design of the relevant corners not merely enables children to extend their thematic learning, but also helps them boost their confidence and learn to appreciate others' strength. Furthermore, teachers constantly review the effectiveness of the corner activities for ongoing improvement and enhancement of the activity designs, thereby promoting children's learning.

- 2.6 Teachers are gentle and patient towards children. They can cater for the individual differences of children and accept their different development pace. They invite and encourage each child to try to answer questions, creating an inclusive learning atmosphere. They often praise children to reinforce their good behaviour as well. Teachers are well prepared in teaching. They master the whole process of teaching activity. Good rapport is developed among the team, enabling the smooth transition across activities. Besides, teachers' instructions are clear and systematic. They have good classroom management skills and can help children establish routines using different strategies. In general, teachers possess good questioning skills. For example, when telling stories, teachers can ask questions connecting to children's life experiences and encourage them to share, which is effective to enhance their expression ability. Some teachers even can pose follow-up questions in response to children's observation or feedback to further stimulate children to think.
- 2.7 Children are interested in learning. They participate in various activities enthusiastically. Children often actively raise their hands and answer questions. They are courageous to express their views and share their experiences, showing good language comprehension and expression ability. They are also willing to follow teachers' instructions. When teachers are taking care of other children, they wait patiently, demonstrating a sense of self-discipline. Children have good learning attitudes and they take initiative to arrange their own activities. During activities, they are attentive and engaged. They like playing with peers, and interact and get along well with each other. After activities, they follow the routines to tidy up items quickly and spontaneously, displaying their good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school team embraces the same goals to strive for advancement and pursue self-improvement. The SSE culture has been entrenched. Building on this solid foundation, the school may continue to apply the cyclical SSE process of planning, implementation and evaluation to review and revise the arrangement of primary one simulation activities for K3 children so as to ensure that children can gain balanced and proper learning experiences during those activities with a view to perfecting the school.