

**School No.: 159042**

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

## **Christian Alliance Chen Lee Wing Tsing Memorial Kindergarten**

**Wing A & B, G/F., Yiu Cheong House, Tin Yiu Estate,  
Tin Shui Wai, New Territories**

**18, 19, 20 & 22 November 2024**

**Kindergarten Inspection Section  
Education Bureau**

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

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**Dates of Quality Review: 18, 19, 20 & 22 November 2024**

☒ **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 gets hold of the latest development of the school and supervises tasks related to administration, curriculum, etc., rendering necessary support to the school. The school keeps contact with the affiliated schools of the organisation to bring together professional capacity of the teams. They draw on collective wisdom to negotiate and organise activities, fostering professional exchange with one another. Members of the management are responsible and dedicated to their work. They cooperate well and have built tacit understanding at work, leading to the smooth operation of the school. The school nurtures a sharing culture. Teachers discuss the learning and teaching outcomes to put what they have learnt from training into practice. The management empowers experienced teachers to progressively assist in handling administrative tasks so that they can unleash their potential and pass on the valuable experience in management. Team members collaborate to carry out different domains of work to promote the advancement of the school.
- 1.2 The school adopts a whole-school approach to implement the inter-connected self-evaluation process, viz. planning, implementation and evaluation. By doing so, it is conducive to reaching a consensus and mapping out the annual work plans that tie in with the development trends of kindergarten education and the school context. In the last school year, enhancing children's interest and abilities in English learning, along with promoting learning through play, were taken as the major concerns of the school. These major concerns have been incorporated into daily practices in this

school year. In the past two school years, the school has also been putting much effort into instilling positive values and attitudes in children and strengthening their understanding of Chinese culture. The school makes good use of external resources to offer training to teachers. Meanwhile, it deploys strategies in aspects like learning activities and home-school cooperation. Another development focus of the school in this school year is enhancing children's musicality, creativity and positive emotions through music activities. The school draws up suitable tactics and takes forward tasks from various perspectives, thus the effectiveness is expected to be seen.

- 1.3 The school caters for and accepts learner diversity. Teachers observe children's daily performance continuously and refer children in need for professional services according to the established mechanism. In tandem, teachers follow up on and support children's learning at opportune times. They understand children's emotional needs and employ strategies like visual cues, peer assistance and individual guidance to facilitate children to engage in different activities. Moreover, the school makes proper arrangements for the orientation activities for newly admitted children. These include planning abundant parent-child activities and adjusting the lesson time during the adaptation period in a flexible manner so that children can gradually integrate into school life. In addition to introducing kindergarten-primary transition activities to K3 children, the school holds parent seminars to enhance home-school cooperation with a view to helping children deal with the changes in the learning environment. The school launches a wide range of parent education activities to strengthen parents' child-rearing skills. Parents and school work together to foster healthy and happy growth of children. The school considers parents as partners who can work side by side. It utilises different channels to disseminate information to parents so that they are informed of the school measures and development directions. Parents are keen to participate in

volunteering services. A solid foundation of mutual trust have been established between home and school. This forms the strong backup force for children's growth.

## **2. Learning and Teaching**

- 2.1 The school selects themes closely related to children's life experiences to devise an integrated school-based curriculum which not only cultivates children's positive values and attitudes, but also facilitates their acquisition of skills and construction of knowledge. The school organises diversified learning activities and outings, including getting to know doctor dogs and visiting community facilities, based on the themes to let children broaden their horizons from first-hand experiences. However, some pieces of K3 homework are rather excessive in terms of the amount of copying and are too difficult. The school must review the homework design and remove those inappropriate parts so as to meet children's abilities and learning needs.
- 2.2 Teachers observe and keep records of children's performance at school continuously. Teachers evaluate the learning progress of children based on the learning objectives of each theme and develop learning portfolios to retain assessment forms, observation records, artworks, etc., as evidence of children's growth. Teachers report to parents on a regular basis and they cater for children's needs together. The school is advised to collate and analyse the assessment information in order to keep track of the development pace of children more comprehensively and serve as reference for curriculum planning.
- 2.3 The school has established a mechanism for curriculum coordination, monitoring and review. The management fully grasps the arrangement of the curriculum implementation and guides teachers to discuss curriculum content of all grade levels during lesson planning meetings. Furthermore, upon completion of a theme and a

school term, the management and teachers jointly examine the effectiveness of teaching. The management scrutinises curriculum documents and provides supervision and support regarding activity rundown, use of teaching aids and so forth as needed. The management sets a clear direction for guiding teachers' teaching reflection. Teachers, in light of the performance of children, are capable of making specific follow-up suggestions in terms of improving activity design to enhance the quality of learning and teaching in an ongoing manner.

- 2.4 In recent years, the school has taken instilling positive values and attitudes in children and strengthening their understanding of Chinese culture as its major concerns. Teachers enrich the curriculum systematically to prepare learning materials of crops and paper-making of China. Teachers use Chinese idiom stories as well to help children understand traditional virtues such as diligence and perseverance. The school organises activities for celebrating Chinese festivals and lets children try ink painting to appreciate the beauty of traditional art. Besides, teachers set up a display board to introduce Chinese history and culture, as well as the development and achievements of our country of modern time both in text and pictures, inspiring children to develop a sense of belonging to the country progressively.
- 2.5 Another major concern of the school in this school year is enhancing children's musicality, creativity and positive emotions through music activities. As observed, teachers began with energetic vocal exercises, and then they led children to sing along to the music and play musical instruments with the rhythm. Children listened attentively while feeling the brisk beats. They were excited to collaborate with their peers by following the melodies to express their emotions with body movements, demonstrating flexible and innovative ideas. The school launches integrated music and physical activities on Mondays. It may revise the relevant arrangements and activity design for effectively balancing the music and physical elements, allowing

children to have ample opportunities to take part in various kinds of activities every day.

2.6 The school campus has been renovated in recent years with a well-maintained and comfortable environment. The school places constructive toys on the walls of corridors and encourages children to play cooperative games with their peers during free choice activity sessions, facilitating their social development. Reading corners are set up in the lofts of each classroom. Apart from recommending reading materials, teachers also read stories with children to lead children to immerse themselves in the stories, hence gradually enhancing children's interest in reading and developing reading habits in them. Children put different items on a balance scale to compare their weight. They also simulate cooking and serving diners, and imitate looking after pets to enjoy the fun of activities. Teachers could improve the environment set-up of each classroom through mutual observation and learning, thereby further nurturing children's exploratory spirit.

2.7 Teachers are conscientious in teaching. They are well-prepared and communicate clearly. Teachers care about children and always praise them, and the teacher-child relationship is good. Teachers have extended the major concern of last year to conduct English board games with children so that children can gain exposure to English amid a relaxing, joyful and real-life context. Children are confident in responding to teachers' questions in simple English, demonstrating their confidence in language learning. Additionally, teachers use their voices nimbly to interpret stories during thematic teaching, leading to a pleasant learning atmosphere. When designing activities, teachers deliberately create various scenarios for children to have discussion and communication. Children are willing to express their opinions and share their feelings, possessing good language expression abilities. Teachers are good at designing physical activities in accordance with the thematic context,

during which children build up their gross motor skills and develop body coordination. Moreover, the school arranges a one-hour game for children on Mondays. As observed, teachers placed a variety of ample materials in there. Children set up an adventurous scene collaboratively to build a slide that is made up of blocks. Then, they managed to simulate crossing a river by balancing on stepping stones of varying sizes. They also tossed rattan hoops to targets. In the course of the events, children did trials and modified their ways to play. They designed their own play to realise their ideas. After activities, teachers invite children to review the process of play and share their feelings regarding successful completion of the activities, thereby assisting them in collating their experiences. Children love to go to school. They are obedient and polite. Children are attentive in listening, actively participate in activities and get along well with peers harmoniously. They have good self-care abilities, maintain personal hygiene and keep the classrooms clean.

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

- 3.1 The school has established a school self-evaluation (SSE) mechanism to devise appropriate major concerns based on the school context and development opportunities, implementing different domains of work in an orderly manner. It may examine the extent to which the major concerns have been achieved in light of the learning performance of children while consolidating and summarising the SSE results to adjust the direction or strategies of the work plans with a view to boosting the effectiveness of those plans.
- 3.2 To raise the learning and teaching standards, the school must review the design of some K3 homework and remove the inappropriate parts in order to meet children's abilities and learning needs. Teachers are recommended to learn from one another



through peer observation and refine the environment set-up of each classroom, thereby further nurturing children's exploratory spirit.