

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**

10, 11, 12 & 14 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: 10, 11, 12 & 14 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 The management has served the school for years, hence it has a good understanding of the school's culture and development progress. It has a sense of belonging to the school. The school places emphasis on team building. In view of a number of new teachers joining the school this year, the management allocates teaching work by arranging experienced teachers as mentors to provide guidance for the new recruits. It also organises induction and social activities for the new teachers to help them adapt to their work as soon as possible, meanwhile facilitating the communication and collaboration among the team. The management is willing to listen to the views of teachers and it allocates duties properly in consideration of teachers' interests and strengths. In addition, teachers are arranged for training activities so as to facilitate the team's professional development, which is conducive to the school's continuous development.
- 1.2 The school self-evaluation mechanism has been in place for years in the school. The team has developed a habit of self-reflection. The management leads teachers to analyse the views of stakeholders, assess the school's work in different areas and devise major concerns according to the school context. The school's major concerns in these two years are related to the enhancement of learning and teaching effectiveness. They include facilitating children's physical and language development as well as cultivating children's attitude of active learning. The school plans its strategies from the aspects of teacher training, resource allocation, home-school communication, etc. The team makes a concerted effort to implement various work and enhance the teaching effectiveness gradually through effective review and follow-up actions.
- 1.3 The school caters for children's diverse needs. In addition to setting up a clear identification and referral mechanism, it also taps community resources properly to provide appropriate assistance for children in need. The school makes use of different strategies to help newly admitted children adapt to school life, such as organising adaptation activities, parent-child activities and parent seminars. These

activities can provide children and parents with support on their emotions and adaptation. The school attaches importance on home-school cooperation. It maintains close communication with parents through diversified channels. This school year, the school has established the parent-teacher association to encourage parents to go into the campus and express their views through the representatives of the association. The parent-teacher association helps recruit parent volunteers to assist the school in carrying out various activities, for example, telling stories to children. Parents are very supportive to the school and they actively take part in school activities, parent groups and parenting seminars. There are frequent exchanges and cooperation between parents and teachers, building a relationship of mutual trust and nurturing children's growth with concerted effort.

2. Learning and Teaching

- 2.1 The school designs the curriculum by referring to the teaching packages. The curriculum is comprehensive and balanced, covering all learning areas while facilitating children's development in the domains of ethics, intellect, physique, social skills and aesthetics. The school connects learning content with real-life themes conducive to children's joyful learning through play. The school also arranges theme-based visits to enrich children's learning experiences. The school infuses elements of life education and emotional education in the curriculum so as to cultivate positive values and attitudes in children. Children are provided with music, physical, art and free choice activities every day to help facilitate their balanced development and cultivate their attitude of active learning. The school designs various homework to consolidate children's learning. However, some homework for K2 and K3 are rather difficult. The amount of repeated copying of words for children is relatively excessive. It is necessary for the school to cancel those inappropriate homework and ensure that the homework design meets children's developmental needs and abilities.
- 2.2 The school has formulated its policy on the assessment of child learning experiences. The content of assessment is in line with the curriculum objectives. Teachers assess children through daily observation and develop learning portfolios for them to maintain their observation records, works analysis and summative assessment results. The assessment is comprehensive, covering children's development progress in all areas. Teachers share with parents regularly about their observation on children, which helps parents understand their children's growth. The school is still required

to adhere to the principle of continuous assessment by observing and recording children's performance in an authentic learning environment so as to reflect children's development. In this way, the school does not have to assess K2 and K3 children's understanding of words and mathematical concepts with worksheets upon completion of a theme. Besides, the school should follow up the recommendations in the previous Quality Review (QR) to improve the arrangement of parents' participation in the child assessment. The school may invite parents to share children's daily behaviour at home. However, parents should not be invited to use checklists to review children's understanding of the content of each learning area.

- 2.3 The school has a curriculum coordination, monitoring and review mechanism. The principal and senior teachers monitor and coordinate the implementation of the curriculum by means of classroom walkthroughs, lesson observation, curriculum meetings as well as scrutiny of documents. The management provides teachers with guidance and suggestions for improvement in order to support teachers to design and implement their teaching plans. In the course of teaching review, teachers evaluate whether children have achieved the learning objectives. In guiding and supporting teachers, the management may continue to lead teachers to observe and reflect on children's learning process in a greater depth. The practice could help identify areas for improvement in teaching and suggesting corresponding follow-up measures so as to facilitate teaching effectiveness.
- 2.4 The school sets facilitating children's physical development as the major concern these two years. Last school year, the school introduced external support to deepen teachers' understanding of teaching strategies of physical activities through training and trial teaching. Teachers adjust the activity design progressively to enhance children's interest in participating in physical activities. This school year, the school implements parent-child physical activities to help parents understand the importance of children's physical development. The school introduces the element of free exploration in some of the physical activities so that children develop their ability in body movements in their proposed games. From observation, teachers let children choose the activity area, tools, ways to play and playmates by themselves. Children select physical fitness equipment and materials for construction and are engaged in changing the methods of play. There is sufficient equipment in the gross motor venue for children to take part in various kinds of gross motor activities, including climbing, crawling, jumping and balancing. Teachers also design appropriate sequenced play activities for children to learn basic motor skills.

Children enjoy participating in the activities, showing good gross motor coordination skills. The play is full of fun. Teachers could guide children to learn to protect themselves and others, thereby enhancing their safety awareness.

- 2.5 The school's major concern in the previous school year was to enhance children's language abilities. Its key strategy is to join an external support scheme to provide training for teachers in order to explore appropriate teaching strategies and enhance the effectiveness of children's language learning. The school provides sufficient listening and speaking opportunities for children to develop their communication skills. During thematic discussion activities, teachers use real life topics to guide children to share their experiences, hence encouraging them to chat and interact with peers as well as strengthening their speaking skills. Teachers respect children's opinions, giving adequate time for children to think and share their thoughts. Children are willing to respond to teachers' questions. They appreciate schoolmates' performance under teachers' guidance. In the English play sessions, teachers create a fun-filled language environment for children. They use games, rhythmic movements, etc., to get children exposed to English in a relaxing way, which is conducive to arousing children's interest in English.
- 2.6 The school's major concern this year is to cultivate children's attitude of active learning. The school provides training for teachers. The team enriches play materials, improves the arrangement of free choice activities and enhances the element of free exploration in play. From observation, there are different interest corners in the classrooms providing diversified activities, such as science exploration activities, art creation play and table toys. The school also makes good use of the space outside classrooms to provide constructive play and planting activities. Teachers provide sufficient materials for children to manipulate. Children choose their own toys and material as well as choosing to play alone or with peers. Teachers walk through the classrooms to observe children during activities and intervene timely to provide assistance. In the review sessions, teachers invite children to share their feelings of play so as to help them consolidate their experiences. However, teachers may further understand and interpret children's behaviour in play, while encouraging children to think and explore more by acting as participants and inspirers.
- 2.7 Teachers work earnestly. They carefully prepare real objects and a variety of teaching materials for their teaching activities to arouse children's learning interests. After thematic discussion activities, teachers arrange relevant follow-up activities for

children to observe things closely in groups or individually so as to extend their learning experience. Teachers accept and respect children's diversity. They are advised to monitor and follow up on children's performance in a timely manner while adjusting their teaching flexibly so as to support children's learning. Teachers conduct music activities effectively by using scenarios to make the rhythmic play relaxing and joyful. Children can feel the rhythms and melodies. The music activities are conducive to children's aesthetic development. Children enjoy singing, they also use body movements to express their feelings creatively.

- 2.8 Children are active and energetic. They are willing to attempt and participate in various learning activities. Children has rich life experiences. They communicate with people proactively and are willing to share their thoughts. Children display good self-care abilities. They tidy up learning materials and tableware on their own initiative after activities and meals. They are also willing to assist in packing activity items and small physical fitness equipment.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 In drawing up the development plan, the school arranges relevant teacher training activities to equip teachers with professional knowledge as well as promoting the development of learning and teaching. Based on the existing foundation, the management may continue to lead teachers to apply what they have gained from training, refine teaching design, pay attention to and respond to children's performance more often. Teachers are encouraged to have reflective practice in teaching so as to further enhance the effectiveness of the development plan.
- 3.2 It is necessary for the school to cancel those inappropriate homework so as to meet children's developmental needs. The school should adhere to the principle of continuous assessment and cancel the practice of assessing children with worksheets. Moreover, the school is advised to follow up the recommendation in the previous QR to improve the arrangement of the assessment of child learning experiences by revising the way parents participate in the child assessment.