

School No.: 566152

Quality Review Report (Translated Version)

**The Church of Christ in China
Chai Wan Church Day Nursery**

**Level 2 Government Office, New Jade Garden,
Chai Wan, Hong Kong**

31 May, 1 & 6 June 2022

**Kindergarten Inspection Section
Education Bureau**

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

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Dates of Quality Review: 31 May, 1 & 6 June 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 Since the previous quality review, there have been frequent personnel changes in the school. The principal has taken up the post for over three years and has put emphasis on strengthening communication among team members. Currently, members collaborate well with each other and enjoy a harmonious working relationship. The school arranges experienced teachers as mentors to guide new staff so as to provide appropriate support for the new teachers to adapt to the new working environment as soon as possible. Besides, the school strives to encourage teachers to attend professional training, including those training activities corresponding to the school's needs, in order to help teachers understand the developmental and learning needs of children with special needs. It also introduces external support services to enhance teachers' skills in leading music activities.
- 1.2 A school self-evaluation (SSE) mechanism is in place. The school develops its annual plan, reviews the work effectiveness as well as preparing school reports every year. The school has regarded developing moral education and promoting reading as its major concerns for three consecutive years. It is dedicated to foster children's good moral characters of treasuring what they have and having a sense of commitment. It also facilitates children to have more interaction with other people through organising shared reading activities. The school makes good use of external resources to promote the above two major concerns, which is conducive to implementing the work.
- 1.3 Teachers identify children with special needs at the earliest through the daily observation of children's behaviour and performance. They provide appropriate follow-ups and referral services for children according to the established procedure and render targeted support services for children with special needs. The school values home-school cooperation and keeps close liaison with parents. In recent years, it has formed a team of parent volunteers to provide manpower support when organising activities. In the meantime, the school has responded to the

recommendations of the previous Quality Review to strengthen parent education. It organises regular talks and workshops to enhance parents' understanding of children's needs at kindergarten stage and the ways to nurture children.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to devise the curriculum outline of each grade level using themes related to children's daily life. The curriculum covers all learning areas as well as encompassing the cultivation of positive attitude, the acquisition of skills and knowledge. The school also puts effort to organise a variety of life-wide learning activities such as Chinese costume shows, Lunar New Year Eve's game booths, to broaden children's learning experiences. Nevertheless, some learning content and homework for K3 children are too difficult while K1 children are required to grasp pen to write, which fail to meet children's needs and abilities at kindergarten stage. The school should review the curriculum to remove those inappropriate parts and cancel the arrangement of asking K1 children to write using pen immediately. Regarding the daily schedule, the school neither arranges children to engage in music and physical activities every day, nor provides them with free choice activities during the kindergarten-primary adaptation week. The school must revise the daily schedule to ensure that children have adequate time for music, physical and free choice activities every day, with a view to facilitating their balanced development.
- 2.2 The school attaches great importance to nurturing children's good moral characters. It infuses relevant elements into the learning theme and also enables children to learn to cherish and to develop a sense of commitment through the experiences of characters in picture book stories. In this school year, the school not only continues to adopt the implementation strategies of the previous two years, but also tries to stimulate children's active learning attitude through different learning activities like arranging grouping activities to encourage children to explore the surroundings. After the resumption of face-to-face half-day classes, the school may adjust the implementation strategies in light of children's performance to further enhance children's curiosity and their eagerness to learn and explore.
- 2.3 Promoting reading has been another major concern of the school in recent years. In addition to making good use of the Education Bureau's funding to purchase books, the school also tries hard to channel different resources. Examples are inviting

representatives of government departments, community organisations, or students from secondary and primary schools in the district to the school to share stories, which is conducive to widening the opportunity for children to know people of different occupations and social status. In this school year, the school purchases quite a number of books related to Chinese culture in order to encourage children to learn about Chinese festivals, architectures and arts through reading, thereby guiding them to have a better understanding of Chinese culture and helping them cultivate a sense of national identity. Reading corners with simple set up are provided in classrooms. The school may create a more comfortable reading environment to encourage children to read or share stories with peers so that their interest in reading can be enhanced.

- 2.4 The school assesses children's performance through continuous observation and the learning portfolio keeps information such as children's thematic assessment forms, children's works, and observation records. The thematic assessment items cover all learning areas which can reflect children's learning performance in general. Nevertheless, the summative assessment results are calculated using the average values of thematic assessment results, which do not truly reflect children's development at different stages. The school should review and revise such arrangement. Besides, the school also needs to consolidate and analyse children's assessment information in a systematic manner in order to review the effectiveness of learning and teaching, thereby informing the curriculum planning.
- 2.5 The school has established a curriculum coordination and monitoring mechanism. The management understands the curriculum implementation through attending curriculum meetings of each grade level, classroom walkthrough and lesson observation. Teachers conduct teaching reflection every day. Yet, they mainly focus on describing children's performance. The management is still required to lead teachers to review the teaching effectiveness in accordance with the teaching objectives, children's performance, learning and teaching strategies, etc. Furthermore, it needs to propose suggestions for improvement in a focused manner in order to enhance teachers' reflective abilities and teaching quality.
- 2.6 The campus is well-lit and quite a number of children's artworks are exhibited in classrooms and along corridors for children to appreciate each other. Teachers are able to set up classroom environment in alignment with the learning themes. Related character cards and pictures are displayed on walls to help children revise the vocabularies and concepts. Different interest corners are available in

classrooms. However, it is still necessary for teachers to provide greater variety of play materials and manipulative materials to facilitate children to learn through exploration. The arrangement that only some interest corners are open every day should be cancelled as well so that children could have more choices. On the other hand, the school should review the use of venues to provide sufficient space for children to take part in diversified activities.

2.7 Teachers are amicable. They speak clearly and systematically. Teachers are able to guide activities based on the teaching objectives. The arrangement of activities is generally smooth. They make use of different teaching tools such as real objects, pictures, puzzles to arouse children's learning interest. Teachers mostly adopt explanation and questioning as their major teaching approaches while they also invite children to share photos of their daily life when necessary, which is conducive to connecting children's life experiences. During small group activities, most of the children are able to complete tasks under the guidance of teachers. Teachers should yet render guidance in a timely manner to inspire children to unleash their creativity or explore actively. Children are provided with opportunities to share their feelings after activities and teachers may help children summarise their learning experience and consolidate what they have learnt. Children like singing and perform body movements in connection with the lyrics of songs following teachers' instructions. They enjoy the fun of music activities. During physical activities, teachers guide children to engage in skill training or play slide. Children demonstrate their good body coordination abilities. As observed, children are polite, they take the initiative to greet others. Children are willing to play with peers and share their toys together. After activities, children are able to clean tables, tidy up toys and materials by themselves, displaying good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

3.1 It is still necessary for the school to follow up the recommendations of the previous Quality Review with a view to improving the work effectiveness of SSE. The focuses of development and implementation strategies over the past three year are more or less the same. The school should strengthen the overall planning and devise clear task objectives, appropriate implementation strategies and success criteria in light of the school context and children's needs. Moreover, it should review the work effectiveness in a timely manner and make corresponding adjustments so as to

put the SSE cyclical concept of planning, implementation and evaluation into practice.

- 3.2 The school should strengthen its professional leadership and put more emphasis on promoting teachers' professional exchange. It should provide more opportunities for teachers to conduct professional exchange after training activities and encourage them to apply the knowledge they have learnt. On the other hand, the school also needs to keep close liaison with multi-disciplinary professionals so that teachers can clearly understand the situation of individual children with special needs. Hence, teachers can make adjustments in teaching to further facilitate children to learn.
- 3.3 The school should strengthen the sustainable development of the curriculum. It should make use of information like child assessment and teaching reflection to inform curriculum planning and environment setup, provide a balanced daily schedule, remove the inappropriate curriculum content and homework of K3 children, cancel the arrangement of asking K1 children to write using pen in order to meet the abilities and developmental needs of children at kindergarten stage. Teachers are advised to adopt diversified approaches to facilitate interaction in classrooms, refine the arrangement of grouping activities for children to have more room to choose the play in interest corners. They may guide children to unleash their creativity or explore actively in a timely manner, and enable children to summarise their learning experience and consolidate what they have learnt after small group activities.