

**School No.:151424**

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

**The Church of Christ in China  
Cheung Chau Church Kam Kong Kindergarten**

**14 School Road, Cheung Chau, New Territories**

**8, 9 & 11 January 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2019)**

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**Dates of Quality Review: 8, 9 & 11 January 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. It understands the needs of children and introduces different external resources to the school continuously. Following up the recommendations of the previous Quality Review, it has improved the design and management of the curriculum and so forth. The school strives to facilitate professional exchange among teachers. In addition to co-organising teacher training with the affiliated schools under the same sponsoring body, it also arranges kindergarten visits for teachers and conducts peer lesson observation so as to promote teachers' professional development. The management often provides guidance and sharing for teachers to build consensus within the team, which is conducive to creating a culture of open communication. The school has developed the School Self-evaluation (SSE) mechanism. The management analyses different perspectives of the school context by gathering and making reference to the views of all stakeholders for formulating the development plan of the coming year. In recent years, fostering children's moral development has been taken as the school's major concern. By means of strategies such as providing teacher training, revising curriculum outline, arranging mixed-age activities, the school strengthens the cultivation of children's positive virtues.
- 1.2 The school cares about children's diverse needs meticulously. It taps external resources properly to provide referral and follow-up services for children in need. In accordance with these children's development, the school helps parents render appropriate support to children by providing teaching aids for parents to assist in their children's learning at home. The school builds a good relationship with parents and keeps close connection with them so that parents are informed of their children's development. The school also values parent education. It organises lesson observation and seminars regularly to share parenting information with parents, which helps enhance the effectiveness on raising their children. The parent-teacher association has been established for years as a bridge between the school and parents.

It pools parents' efforts to help the school organise parent-child activities. The school capitalises on parent resources and gathers parent volunteers strategically in helping the school activities, with a view to facilitating them to know more about children's learning. Upon the mutual trust between the school and parents, they collaboratively nurture children to grow healthily.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching package to design an integrated curriculum by themes, which covers all learning areas. Every school term, the school carries out project learning in light of children's interests. Visits and festive activities are also arranged to enrich children's learning experience. The school deliberately brings environmental education into different learning activities so as to help children establish the attitude to treasure and make good use of resources. However, the school makes reference to primary teaching materials to prepare K3 children for the interface between kindergarten and primary education. Some of the content is hence too difficult which does not meet the developmental needs of children. The school must make improvement and design appropriate activities for K3 children.
- 2.2 In connection with daily schedule, the school arranges different activities for children in the mode of whole-class, group and individual learning every day. Children in whole-day classes have sufficient opportunities to participate in free choice, music, physical and art activities. Yet, the current arrangement of English, Putonghua and religious activities affects the daily schedule of children in half-day classes. Children in some half-day classes are not able to participate in sufficient music and physical activities every day. The school should revise the daily schedule of the half-day classes in order to meet the balanced learning needs of children.
- 2.3 The school conducts assessment of child learning experience with specific content which aligns with the learning objectives of the curriculum outline. Clear assessment criteria are in place to help teachers observe and record children's learning performance by themes in a continuous and objective manner. At the end of the school term, teachers summarise children's development in each aspect with descriptions and include activity observation records and children's works in the learning portfolios as the evidence of children's growth. Through regular meetings with parents, the school reports to parents on their children's performance. Parents

are also invited to make records of their children's behaviour at home so as to understand children's development from different perspectives. The school utilises child assessment information to understand and follow up the individual needs of children, as well as inform the curriculum design.

- 2.4 The school attaches great importance to children's moral development. In the past, it arranged external training for teachers to grasp the skills of fostering children's moral development. By means of storytelling, good behaviour award scheme, daily routines, etc., the school has cultivated positive values in children and encouraged them to practise good behaviour. To reinforce children's moral education, the school revised the curriculum outline last school year and has mapped out the focuses of moral education for each grade level systematically. Mixed-age physical activities, moral story sharing, role-play, etc., are conducted to encourage children to care about peers and respect others. This school year, the school sets courtesy as the focus of moral education. Bringing along with the experiences of moral education activities last year, the school puts emphasis on strengthening the effectiveness of home-school cooperation by holding relevant seminars for parents. The work plan is implemented smoothly. As observed, children greet others proactively. They get along with others harmoniously and treat people with courtesy.
- 2.5 The school has developed the curriculum management mechanism. The management knows about the implementation of the curriculum by means of classroom walkthroughs, lesson observation and meetings. It often shares with teachers about the information of kindergarten education development and makes suggestions for improving the teaching quality. Teachers are used to reflecting on their teaching. They make records of areas for improvement according to children's performance. That said, some teachers are not able to formulate appropriate follow-up measures by focusing on the crux of the problem. The management should strengthen its professional leadership and guidance for teachers to come up with effective improvement strategies in light of children's performance, with a view to enhancing the teaching team's reflective abilities as a result.
- 2.6 Teachers decorate the interest corners in classrooms by themes. An adequate amount of resources are provided to children, including various kinds of toys, teaching aids, unwanted materials, etc., which are able to meet their abilities and needs in general. Children follow the corner rules. They like engaging in fine motor games, reading, little experiments and so forth. They also express their ideas

and create their favourite things by constructing blocks with peers. There are imaginative play corners in the classrooms of each grade level. Yet, the setup of the corners is ineffective in engaging children into the imaginative scenarios. The school should enhance it. During free choice activities, teachers observe children and encourage them to go to various corners according to their plans. Some teachers cater for learner diversity by intervening children's activities so as to provide individual guidance when necessary. However, teachers seldom participate in children's play. The school should reinforce teachers' roles in play and encourage teachers to understand and analyse children's developmental progress by participating in children's play, and hence facilitate children's learning.

- 2.7 Teachers plan the lessons properly. They use real objects, paper puppets and multimedia as teaching aids to arouse children's learning interest. Teachers care about children and often encourage them to participate in different activities. Teachers explain logically and encourage children to share their views through questioning. The management can further guide teachers to take timely follow-up actions in light of children's responses so as to extend children's learning experience.
- 2.8 The school utilises its spacious playground to arrange diversified physical activities. In the afternoon session, mixed-age group play is organised in a relaxing learning atmosphere to let children stretch their muscles as well as enhance their physical fitness. Moreover, the group play provides opportunities for children to cooperate with peers of different ages and thereby facilitating social development. As observed, children like cycling, riding on swings and designing games with peers by using different sports materials. However, children have to wait for a rather long time to participate in skills training. The school should make improvement by providing more opportunities for children to participate in relevant activities. Besides, teachers are not able to observe children's performance effectively and give timely feedback. The management should strengthen teachers' skills in conducting physical activities and guide them to make appropriate intervention, meanwhile leading children to consolidate their learning experience during physical activities with a view to enhancing learning effectiveness. During music activities, teachers sing with children. They follow melodies to perform rhythmic movements and manipulate musical instruments together. These activities help children appreciate the aesthetics of music and enjoy the fun of play.

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

- 3.1 In spite of the SSE mechanism in place, it has solely been the management's duty to collate the information and map out the plans of the coming year. The school should provide teachers with more opportunities to take part in analysing the school context and devising the work plan. In this way, teachers will be able to understand the effectiveness of the school's work in different areas, and hence work out follow-up plans in order to promote school development collaboratively. Currently, most of the success criteria of the major concerns are measured by participation rate or acceptance degree which are not concrete to demonstrate the effectiveness of the plans. The school should take children's performance into consideration as evidence to reflect the effectiveness of the major concerns. This school year, the management has started to delegate authority to experienced teachers to assist in curriculum management and administrative work with the aim of nurturing the middle management. It should strengthen the guidance for the teachers to master the management and supervision skills gradually.
- 3.2 The school has arranged various kinds of professional exchange opportunities which are conducive to enhancing teachers' professional capacity and promoting curriculum development. It is suggested that the management can strengthen its guidance on teachers to consolidate their training and teaching experiences in recent years so as to enhance their reflective abilities, roles in children's play and skills in conducting physical activities, thereby improving the quality of learning and teaching. Moreover, the school is required to improve the daily schedule of half-day classes to make sure that sufficient music and physical activities are arranged for children of each grade level. The primary learning content in the primary one simulation activities has to be cancelled to meet the developmental needs of children as well.