

School No.: 528609

Quality Review Report (Translated Version)

**The Church of Christ in China
Hong Kong Chi To Church
Kei Pok Kindergarten (Tseung Kwan O)**

**G/F., Kwong Ying House, Kwong Ming Court,
Tseung Kwan O, New Territories**

22, 23 & 25 October 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: 22, 23 & 25 October 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 school gets hold of the trends of the kindergarten education and keeps abreast of the latest development to enhance the quality of education. The management has extensive experience in administration and curriculum leadership. It upholds the education mission to lead the team to put forward various tasks adhering to the principle of child-centredness. Duties are allocated based on the school context and strengths of teachers, leading to a clear delineation of authority and responsibility among team members. The management attaches importance to the professional growth of teachers. It often introduces new inspirations for teaching while organising training activities that sharpen teachers' music teaching skills, promote positive education, etc., having regard to the priority tasks and teachers' needs. Meanwhile, the management conducts peer lesson observation within or across grade levels to strengthen the team's competence in teaching and facilitate professional exchange. Besides, the school assigns experienced teachers to provide induction and in-class assistance, helping new teachers get familiar with the work environment and requirements the soonest. The management adopts an open mind in communicating with teachers and is willing to listen to their views, striving to create a harmonious atmosphere at work and pulling together efforts of the team members to drive the school in seeking progress amid stability.
- 1.2 The school has actively followed up on the recommendations of the previous Quality Review to lead teachers to evaluate the overall work effectiveness by considering the

school situation as well as mapping out the development focus on the coming year in light of the school's needs. In the last school year, the school set refining the arrangement of music activities and strengthening teachers' skills in conducting music activities as its major concern. The school made good use of external professional support to guide teachers to carry out collaborative lesson planning and evaluation in a bid to enrich their professional knowledge and skills in designing music activities. In this school year, the school endeavours to promote positive education and cultivate children's positive values and attitudes while devising detailed work plans for implementing related work. Overall speaking, the school is able to practise the rationale of school self-evaluation (SSE), stipulate practicable strategies based on its development and regularly review the work effectiveness, leading to its self-improvement.

- 1.3 The school accepts learner diversity and establishes a proper identification and referral mechanism to help children in need. Teachers collaborate closely with other professionals to discuss support strategies together. The school arranges an adaptation period in a flexible way for newly admitted children. In tandem, the school keeps liaison with primary schools in the vicinity and provides interesting experiential activities for K3 children who will be promoted to primary one, helping children get a first glimpse of the environment and learning mode of primary schools. Another major concern of the last school year was enhancing parent education and home-school cooperation to cultivate the healthy growth of children. Teachers maintain good communication with parents and contact them proactively and periodically to understand children's performance at home while rendering feasible suggestions to parents. Apart from phone calls, the school also organises parents' day, tea gatherings, parent lesson observation and so forth to keep parents informed of the learning of their children. Furthermore, the school actively engages parents

to listen to children's read-aloud of picture books and to serve as storytellers at the school, thereby home and school jointly foster children's reading interest and habit. The school has referred to the *Curriculum Framework on Parent Education (Kindergarten)* in recent years to put much effort into planning an array of parent education activities that are comprehensive and appropriate in content with a view to systematically improving parent's competence in parenting, physical and psychological health, thus equipping parents to be partners to strive for the well-being of children.

2. Learning and Teaching

- 2.1 The school designs its integrated curriculum using themes. The curriculum content covers all learning areas to assist children in cultivating values and attitudes, acquiring skills and constructing knowledge. Teachers create extended activities by selecting picture books that dovetail with the themes to guide children to better understand things through daily life experiences, exploration, sharing, etc. Children discuss ways to solve daily life problems with their peers as well. The school has been keen on undergoing curriculum refinement in recent years that the management has led teachers to think about activities of exploring nature. Teachers bring children of all grade levels to the countryside for observing plants and animals, listening to the sound of wind and birds twittering. Children are led to enjoy the scenery, learn to protect the environment and share their experiences eagerly. With respect to the promotion of Chinese culture, the school organises celebrations of festivals, art creation and cultural performance to deepen children's knowledge of traditional custom and art, cultivating a sense of national identity in children. The school arranges appropriate daily schedule for children to have sufficient time to take part in diversified activities every day, hence facilitating their whole-person

development.

- 2.2 Teachers devise items of different learning areas in accordance with the teaching objectives and children's development. They discuss assessment criteria and adopt continuous observation and documentation to assess children's learning experiences, achieving an objective and consistent evaluation in terms of children's progress of learning and development. Teachers create child learning portfolios to retain assessment forms, observation records and children's works. Teachers distribute the portfolios to parents on a regular basis and explain children's needs to them such that parents and school join hands to support children's growth. Teachers collate and analyse the assessment information to understand children's performance individually and as a whole for curriculum review and adaptation. The school is recommended to invite parents to observe their children's living habits, learning interest, attitudes, etc., in daily life so that teachers can gain insight into children's physical and psychological development more comprehensively.
- 2.3 The school has established a curriculum management mechanism. The management leads teachers to conduct collaborative lesson planning, refer to the previous review findings and discuss in detail the teaching plans, design of teaching aids and set-up of interest corners to refine the curriculum planning. The management scrutinises teaching documents, attends meetings and conducts classroom walkthroughs to keep track of the curriculum implementation. It offers guidance and support to teachers at opportune times. The school carries out regular curriculum evaluation and reviews the effectiveness of learning and teaching based on the teaching objectives and strategies, children's performance and so forth. The school proposes suggestions for improvement as follow-ups, raising the education standard continuously.
- 2.4 The school regarded refining the arrangement of music activities and strengthening

teachers' skills in conducting music activities as its major concern of the last school year. The management and the instructors from tertiary institutions helped teachers grasp the teaching strategies through workshops, teaching demonstration, lesson observation and evaluation, etc. As observed, teachers arranged music activities attentively and practised what they have acquired from training to maintain classroom routine through music cues. Teachers also guided children to tap the beat with graphics. Children were also invited to be little conductors to lead their male and female peers singing in alternation with one another with a view to building their interest in music activities. Teachers may continue to strengthen and support one another through observation and exchange in order to further increase the overall teaching effectiveness.

- 2.5 The school premises are clean and bright with proper allocation of space. Teachers set up theme-related interest corners, arrange fun activities and furnish the interest corners with children's drawings or items that children brought to school in a bid to enhance children's involvement, thus boosting the effectiveness of learning through play for children. In the family corner, K1 children gain an understanding of home accessories, learn to do housework, look after babies and so forth, building language abilities, social skills and fine motor control by interacting with their peers. K2 children use materials like strings, sponge sticks and building blocks to build a home for pets, learning to protect small animals and become loving and responsible pet owners. K3 children immerse themselves in a simulated underwater environment to swim with dolphins, whales and octopuses, unleashing their imagination and creativity. Teachers put a fish tank, in which crabs, shrimps and fishes are kept in the classroom for children to observe the appearance of these creatures, gain knowledge about their living habits and feed them regularly as well as recording their growth, cultivating children's curiosity and exploratory spirit. Teachers design

suitable teaching aids and fine motor training activities. A wide range of art materials is also provided to encourage children to engage in activities according to their interest, abilities and learning pace, facilitating their cognitive, physical and aesthetic development.

2.6 Teachers are amiable and friendly. They care for children and adhere to the rationale of positive education to encourage and praise children with positive wordings, increasing children's learning motivation and confidence. Teachers observe children during free choice activities and let them introduce their works. Teachers also intervene when necessary and take part in children's play, which stimulates children's thinking and enhances the learning effectiveness. Teachers design suitable physical activities covering warm-up and stretching sessions for children. Teachers also give explicit demonstration either by themselves or by inviting children. Such arrangement is appropriate. Teachers explain clearly and interpret stories in a lively way. They design interesting games and provide demonstration along with real objects and suitable teaching aids. All these enhance children's understanding of the teaching themes. Teachers furnish children with various materials and guide them to collect information such that children can unleash their creativity and co-operative spirit to make distinctive stargazing tents, insulated food delivery boxes, etc., for extending their learning. Teachers raise questions and carry out group discussions to inspire children as well as rendering sufficient opportunities for children to share their life experiences, thoughts and feelings, thus enhancing their communication and expression abilities. Teachers are advised to guide children to make conclusions after the thematic activities so as to facilitate children's effective review of the key learning concepts, consolidating their learning.

2.7 Children have a proactive learning attitude. They are devoted to different types of

activities and respond to teachers' questions enthusiastically, showing good language skills. Children respect teachers and help peers earnestly, possessing favourable affective and social development. Children take the initiative to read books and share the story content with peers during free choice activities, showing their love for reading. Children are attentive in creating art and are able to make two-dimensional and three-dimensional artworks using different materials and tools. The artworks of children are full of childlike elements. Children are willing to serve as group leaders to assist in conducting morning exercises, engage in meal portioning during lunchtime as well as setting up and tidying up physical play venues, demonstrating their spirit of service and self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The team is passionate about education and keeps abreast of the times to promote the continuous development of the school. The school has established the SSE mechanism. It adopts a whole-school approach to examine the work effectiveness in various domains and formulates major concerns in accord with its needs. When planning development, the school is recommended to set task objectives in a more explicit manner, consolidate implementation strategies from different aspects, and devise specific and measurable success criteria with a view to boosting the effectiveness of the work plans.
- 3.2 The school develops the school-based curriculum actively to enrich children's learning experiences. The school may still invite parents to observe the living habits, learning interest, attitudes, etc., of their children in daily life so that teachers can gain a better grasp of children's physical and psychological development. Furthermore, teachers are advised to guide children to make conclusions after the thematic activities in order to facilitate children's effective review of the key learning

concepts for consolidation of learning.