

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**

10, 11 & 13 December 2018

**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: 10, 11 & 13 December 2018

- 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 upholds the education goal of fostering children's all-round development and keeps abreast of the trends of kindergarten education development. It has strived to promote the play-based curriculum and formulate relevant major concerns with varied strategies in recent years. With the lead of the management and teacher training, the play elements have been progressively embedded into the design of school curriculum and interest concerns. This year, the school moves the plan forward. It encourages teachers to design the interest corners with children collaboratively. Also, children are arranged to freely engage in play activities organised by teachers in different venues of the school once a week so that they are provided with joyful and diversified learning experience, thereby enhancing the effectiveness of learning through play.
- 1.2 The school develops a concrete work mechanism and guidelines. The operation of its administrative work is thus smooth. The management has served the school for years. It understands the expertise and experience of the teaching team through regular meetings and lesson observation so as to assign duties with good planning. The authorities and responsibilities of the teaching team are clearly defined. The management encourages staff to actively enhance their professional capability through work allocation, with a view to nurturing the second tier of the staff and laying the foundation for the school's continuous development. The school realises the inter-connected School Self-evaluation (SSE) processes effectively. Its teaching team collaboratively examines the effectiveness and challenges of implementing the major concerns through interim reviews, and then makes suggestions for improvement and took follow-up actions. It also formulates the work plans for the coming year according to the reviews conducted at the end of the school year, thereby embedding the SSE culture in the school.
- 1.3 The school grasps community information and utilises suitable resources to support children with special needs. In line with the annual development directions, it arranges teacher training and organises activities for parents through capitalising on

external subsidies and cooperating with relevant organisations. Such practice is favourable to the implementation of the major concerns. The school develops diversified channels to maintain mutual communication with parents. It collects parents' opinions through questionnaires every school term and proactively responds to parents' requests. The school also recruits parent volunteers to assist in visits and classroom activities for children. Parents are willing to participate in the activities. Their understanding of the school's education rationale is deepened through participating in parents' day and lesson observation. They nurture children in collaboration with the school.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* in devising its school-based integrated curriculum. The curriculum is comprehensive, which enables children to gradually cultivate positive attitudes, develop skills and acquire knowledge. The school meticulously arranges visits and experiential activities for children with respect to the implementation of the teaching themes, which are able to enrich children's life experience and broaden their horizons. Theme-related picture books are selected by the school to begin the lessons, with a view to arousing children's learning interests. Moreover, the school conducts project learning with children to stimulate their exploratory spirit. The school arranges a balanced daily schedule for children to ensure that they are provided not only with sufficient time to engage in music, physical, art and free choice activities every day but also the learning opportunities to take part in individual, group and whole-class activities. Both active and quiet activities are arranged. Such arrangements are conducive to children's whole-person development.
- 2.2 The school has a well-developed mechanism of curriculum coordination, monitoring and review. The management demonstrates its role of a curriculum leader. It effectively monitors the implementation of the curriculum and gives appropriate feedback and guidance to teachers by attending meetings, scrutinising teaching documents and conducting lesson observation. The management steers teachers to review curriculum implementation together and makes concrete suggestions for improvement, including reducing the number of themes starting from last school year to enable teachers to have sufficient time to discuss the thematic content with children; adjusting the daily schedule and arrangement of groups to reduce noise disturbance during activities; and reinforcing the function of the interest corners by devising more

hands-on exercises for children to enhance learning effectiveness. The school has adjusted the homework arrangement in recent years to reduce the amount of writing; yet, the content of some of the homework for K3 children is still slightly difficult. The school is required to review and modify the design of the homework so as to ensure that it meets children's abilities and learning needs.

- 2.3 The school assesses children's development and learning progress through continuous observation and record-keeping. The school maintains relevant observation reports, assessment forms and children's work in the learning portfolios, with a view to regularly informing parents of their children's development progress. The school collates and analyses children's assessment information and uses it as references for modifying the curriculum, which is conducive to enhancing the effectiveness of learning and teaching. The school follows up the recommendations of the previous Quality Review by extending the descriptions of children's performance to more learning areas when conducting the summative assessment of children at the end of school terms. However, the practice still fails to reflect children's performance holistically. The school is required to take follow-up actions so that parents could be informed of children's overall development progress in a timely manner.
- 2.4 The school has taken strengthening the play elements in the curriculum as its development focus in recent years. It enhances teachers' understanding of using play as the teaching strategy through professional training. Teachers are eager to practise what they have learnt. The thematic teaching activities designed by them are able to provide children with more hands-on exercises and foster teacher-child and child-child interaction. Such arrangements are also able to arouse children's learning interests effectively while providing opportunities for children to express their personal feelings. Children are engaged in the activities and willing to share their thoughts. However, some teachers conduct the activities slightly in hurry, leading to insufficient time for children to express themselves. The management could continue to guide the teachers to encourage one another and share their insights, including questioning techniques and promotion of interpersonal interactions, so as to enhance learning effectiveness.
- 2.5 The school has set integrated interest corners for play and learning in classrooms starting from last school year, with a view to enhancing children's capability of active learning. The school designs theme-related simulation activities and incorporates elements from a number of learning areas into the activities in a larger space, so that

children are able to apply what they have learnt in daily life through role-play to unleash their imagination. This school year, the school further allows children to take part in creating and setting up the integrated interest corners. Teachers place interesting materials inside the corners to attract children to join the activities. Meanwhile, children are encouraged to enrich the decoration of the corners with reference to their own experience or what they have learnt from visits. Children assist in designing the tools and making signs of the corners, enhancing their sense of belonging to the learning environment and level of engagement in the activities. As observed, children of all grade levels are engaged in role-playing in the corners actively. For example, they team up to pose as “hairdressers” to do hairstyling for their “customers” skilfully, act as “bakers” to make bread, or watch their peers to perform shadow shows and create ink paintings, etc. The process is interesting while children’s aesthetic creativity is displayed. The teaching team continuously reviews the effectiveness of the integrated interest corners and revises the strategies. The preliminary effects of the plan are observed. Other interest corners in the classrooms are also properly arranged, with materials for manipulation and exploration. Before the free choice activities, children make records of the corners that they have selected, demonstrating good self-management abilities. After the activities, teachers guide children to conclude the experience and invite children to share their work with peers, allowing children to make an attempt to reflect on what they have learnt. The arrangement is on the right track.

- 2.6 Implementing free play to foster children’s self-directed learning is another major concern of the school in this school year. The school tries to arrange free play for children by grade levels every Friday. The activities are designed according to the learning areas of arts, physical fitness, etc. Children join the activities freely to gain a variety of learning experiences. The plan is still at an initial stage and its effectiveness is yet to be seen. The school also provides opportunities for children to develop self-directed learning during physical activities by allowing children to use physical equipment freely and design their own games. That said, some of the activities attract quite a lot of children, which might result in collision among them easily. The school is advised to further review the arrangement and ensure that children are able to explore freely in a safe environment. Teachers organise diversified activities for children when conducting music activities, including singing, performing rhythmic movements, playing musical instruments, etc. However, some activities are switched quite frequently and affected by the noise produced by

the physical activities nearby, hence, undermining children's learning effectiveness. The school is required to review the arrangement of the activities to ensure that children would be able to enjoy the fun of the music activities.

- 2.7 Teachers are kind and friendly. They take note of children's behaviour and performance as well as aptly provide encouragement and commendation. Teachers have good presentation skills and use pictures, props and real objects to arouse children's learning interests. Teachers care about learner diversity. They enable children to learn joyfully according to their own pace through the assistance from their peers, individual guidance, adjusting the level of activities in the interest corners, etc. The arrangements are appropriate. Children attend school happily and are actively engaged in classroom activities. They are curious and willing to share their experience and feelings voluntarily. Children get along with peers harmoniously and help one another. They take the initiative to tidy up and pack items after activities and meals, demonstrating their good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has developed a systematic SSE mechanism. The teaching team has reviewed the effectiveness of the major concerns together and made suggestions for improvement. The management is required to further lead teachers to look into the work of the school in different domains, with the aim of evaluating the effectiveness of the school's overall work in previous year. In this way, the focus of school development in the next year could be developed in accordance with the school's needs. The school has established various channels to enable parents to know about and participate in their children's school life. Building on this foundation, the school could systematically devise the development directions for promoting parents' involvement and plan diversified activities, such as providing more parent education seminars, to continuously facilitate home-school cooperation.
- 3.2 The school has actively promoted curriculum development to enhance children's abilities in exploration and self-directed learning. The direction is on the right track. The management is recommended to continuously steer the teaching team on curriculum development, use of space and teaching skills, so as to enhance the effectiveness of learning and teaching in an ongoing manner. The management is also advised to refine the homework arrangement for K3 level to cater for children's abilities and learning needs.