

**School No.: 559962**

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

## **The Church of Christ in China Chuen Yuen Kindergarten**

**Unit No. 4, Podium Level 3, Kwai Chung Shopping Centre,  
Kwai Chung Estate, Kwai Chung, New Territories**

**5, 6 & 8 November 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: 5, 6 & 8 November 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 allows its teaching team to participate in the inter-school training activities organised regularly by its sponsoring body. It also provides teachers with the opportunities to participate in various external training catered for the team's needs, which are conducive to enhancing teachers' professional capacity as a whole. The school accords high priority to the building of team spirit among teachers, and it targets to strengthen the team cohesion in entrenching a culture of exchange and collaboration by formulating a relevant development plan. Through joining external support programmes, teachers systematically grasp the knowledge and skills related to positive thinking and apply them to their work. They care about children meticulously with a positive working attitude, thereby establishing a grateful and appreciative culture in the campus. The school assigns different tasks related to teaching and school matters to teachers in accordance with their experiences and abilities. The management provides timely support and guidance to foster teachers' professional growth.
- 1.2 The school agrees with the rationale of School Self-evaluation (SSE). A mechanism is in place for the practice of SSE in a holistic manner, including daily teaching, activity planning, administration and management, etc., with a view to fostering the school's continuous improvement. The management steers teachers to evaluate the school situation collaboratively, understand stakeholders' needs and analyse their views, so as to formulate the development plan of the school. The school is able to utilise various external resources to plan different activities. It then reviews the activities in a timely manner after implementation and will take follow-up actions as appropriate. The above measure is favourable to the continuous development of the school.
- 1.3 The school maintains close connection with parents. Through home-school cooperation, it fosters children's development together with parents. The school organises different parent education activities, for example, seminars, workshops, parent groups, etc. This helps parents understand child-rearing, meanwhile parents can master the skills in communicating with their children, leading to a better parent-

child relationship. The school establishes diversified channels to communicate with parents. Parents are informed of their children's learning and development progress through meetings, lesson observation and various types of parent-child activities. The school has formed the parent-teacher association this year in order to establish a platform for effective home-school communication and collaboration. With its bridging role in place, it is hoped that, in the future, the association can assist the school in making good use of parents' resources, so that the school is able to join hands with parents to facilitate children's healthy growth and all-round development.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages and adopts an integrated approach based on themes when formulating its curriculum. The curriculum content not only covers all learning areas but also includes the cultivation of children's values and attitudes and the learning of skills and knowledge. The school arranges for children various visits with respect to the themes, such as visits to MTR station, fire station and the museum, etc. In addition, varied festive activities are organised for children to enrich their learning experiences. The daily schedule prepared by the school is able to ensure sufficient time for children to engage in music and physical activities. Yet some of the children are required to finish designated activities or homework before they are allowed to take part in free choice activities, leading to inadequate opportunities for the free selection of activities. The amount of copying homework is slightly too much for K3 children, and the school is required to follow up and make improvement.
- 2.2 The school has established a curriculum monitoring mechanism. The management leads teachers to devise the curriculum schedule, co-plan lessons, plan teaching activities and set up interest corners. They also monitor the implementation of curriculum through walking through lessons, observing lessons, attending meetings and scrutinising teaching documents. Teachers have developed the habit of making regular self-reflections on their teaching. They review their teaching effectiveness through assessing children's level of understanding of the learning content. Building on this foundation, the management could yet guide teachers to make a holistic review in terms of the design of different activities, teaching strategies and arrangement upon completion of a theme, so that recommendations for improvement can be made as appropriate and relevant information can be organised systematically. Those reviews can be served as evidence for curriculum evaluation and planning in

the future, thereby enhancing the appropriateness of the curriculum continuously.

- 2.3 The school has taken the cultivation of children's positive values and building of an appreciative culture in the campus as its major concerns in recent years. It has arranged members of the core group to share their insights gained from training, and it takes forward the implementation of relevant work through co-planning lessons and designing teaching activities. The school shares positive messages including friendliness, mutual support and gratefulness with children during the daily morning and afternoon assemblies. Teachers can make use of what they have learnt from training to guide children to share their feelings, appreciate and encourage with one another. As observed, teachers always praise children, while children are affectionate and friendly to each other, filling the campus with words of appreciation and recognition. A positive and pleasurable learning atmosphere has been created.
- 2.4 The school premises is spacious, neat and comfortable. Sufficient teaching resources are in place to support curriculum implementation. The school decorates the campus with great care. Corridors and classroom space are used to display children's work so that children can appreciate and learn from each other. Teachers make good use of the classroom and lobby space to set up interest corners that tied in with the themes, thereby extending children's learning. The materials in the interest corners are placed orderly. With abundant materials, children can learn through manipulation and exploration. As observed, children are familiar with the rules in different interest corners. They are able to select activities according to their interests. Children attentively carry out activities on their own, such as fine motor training, piling up blocks and so forth. They also love engaging in cooperative play with peers, so as to enjoy and learn together.
- 2.5 Teachers are approachable and friendly. They care about children and can catch children's attention by means of various intonation and body movements. Teachers are well-prepared for their teaching and can use appropriate teaching aids and pictures to stimulate children's learning motivation and interests. Through questioning, they guide children to observe things around them and express themselves. Adequate interaction can be seen between teachers and children. Teachers care about children's learning, they are able to readily participate in children's games in order to understand more about what they are thinking. In addition, teachers adjust the seating and grouping arrangements in accordance with children's needs. Teaching aids of different levels of complexity are also designed to cater for learner diversity.

- 2.6 Children enjoy going to school and can follow teachers' instructions during activities. They observe rules, show courtesy and have a serious learning attitude. In addition, they are eager to speak out and express their thoughts. Children always take the initiative to show appreciation towards peers and teachers. They demonstrate good social development by playing and learning together, and getting along well with playmates. Children are able to take good care of themselves. They know how to put on and take off their shoes as well as pack their quilts. When they play in the interest corners, they notice and observe the rules. They also tidy up toys and items of their own accord and help teachers clean the classrooms.
- 2.7 The school assesses children's learning performance for each theme. Upon completion of a theme, the assessment results are delivered to parents so that they can understand their children's learning progress. Yet the school should follow up the recommendations of the previous Quality Review (QR) to enhance the thematic assessment items in Learning Areas other than Language and Early Childhood Mathematics, so as to reflect children's learning and development progress holistically. The school has established learning portfolios for children. Thematic assessment forms, summative assessment reports and children's observation records are kept in the portfolio, so as to allow parents to master their children's development at different stages. However, the school uses grades to document children's level of performance in the summative assessment reports, and it is unable to effectively reflect children's performance in their learning and development under different learning areas. Follow-up actions should be made. The school keeps the assessment information so as to follow up each child's learning progress, yet those information should be analysed and studied, so as to serve as evidence for adapting the learning and teaching strategies and planning the curriculum.

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

- 3.1 The school agrees with the rationale of the self-evaluation cyclical process of planning, implementation and evaluation, yet the management could steer teachers to deepen their skills in SSE by making good use of the review findings to contribute to the planning work in the next stage, so as to attain continuous improvement of the school. When the school formulates its development plan, it is required to devise specific task objectives with concrete and focused success criteria. Careful observation and analysis on children's performance are also needed in order to provide evidence for reviewing the effectiveness of the plan.

3.2 The management should strengthen its professional leadership by guiding teachers to effectively review, summarise and organise experiences upon completion of a theme, with a view to passing on the experiences. The school is advised to pay attention to classroom operation, ensuring that children have enough time to engage in free choice activities daily so that they have ample opportunities to explore and learn through play. The school should also follow up the recommendations of the previous QR closely, to formulate an appropriate child assessment mechanism, so as to reflect children's learning and development progress holistically. To enhance children's learning efficacy, the school should continue to strengthen the use of child assessment information so that the information can be served as evidence for adapting the learning and teaching strategies and planning the curriculum.