

School No.: 566411

Quality Review Report (Translated Version)

**The Church of Christ in China
Fuk Yau No. II Kindergarten**

**No. 3-16, 18 & 20, G/F, Shek Lin House, Shek Wai Kok Estate,
Tsuen Wan, New Territories**

10, 11 & 13 January 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 10, 11 & 13 January 2023

- 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 leadership team conducts regular meetings to keep abreast of the work progress of the school, discuss the development direction and offer appropriate guidance and support to the school. The school has recruited quite a few new teachers in recent years. The management has arranged systematic induction activities and prepared a staff handbook and various codes of practice for teachers to understand the school culture, features of the school-based curriculum and the responsibilities of teachers, such that they are able to perform the duties effectively, resulting in smooth daily operation of the school. The school keeps close communication with peer schools to foster experience sharing and exchange among teaching teams through organising inter-school teacher training activities, lesson observations and evaluations so as to elevate the teaching quality. In accordance with school-based development and teachers' needs, the school makes use of external resources to hold diverse training activities. Teachers who have pursued training share what they have learnt with colleagues to strengthen teachers' professional knowledge, thus promoting the school's sustainable development collaboratively.
- 1.2 The school follows up on the recommendations of the previous Quality Review and implements school self-evaluation (SSE) in a whole-school approach. The management leads teachers to collect evidence from various perspectives through different channels and review together the work effectiveness of each area, thereby formulating the development plan of the school. The school has regarded promoting the effectiveness of learning through play for children and cultivating their good learning attitude by school-based strategies as its major concerns in the last and current school years. Teachers are arranged to participate in external support programmes, conduct collaborative studies and collate teaching materials. Through peer lesson observation, teachers enhance their teaching skills gradually. The school's decisions are transparent, as the views of stakeholders are fully consulted. In tandem, the school disseminates information in a timely manner such that the

stakeholders are informed of the major tasks of the school and are pulled together in order to facilitate the school's continuous improvement.

- 1.3 The school offers care services aptly in accordance with the diverse needs of children. It has also set up a mechanism to identify, refer and support children with special needs. Teachers liaise with different professionals to learn about counselling skills while helping parents grasp the methods of training children with special needs at home, thereby working with parents to enhance children's learning and development. The school exploits appropriate strategies to aid children who are newly admitted or promoting to primary school in adapting to the next stage of learning. The parent-teacher association proactively fosters home-school communication and cooperation. Parents are encouraged to participate in school activities and serve as volunteers. The school works hand in hand with parents for children's healthy growth.

2. Learning and Teaching

- 2.1 With reference to the teaching packages, the school plans its integrated curriculum with themes. The content is comprehensive and meets children's abilities and needs which assists children in cultivating good attitude, developing skills and constructing knowledge. The school organises diversified activities to enrich the learning experiences of children. For instance, it holds various festivities to introduce children to Chinese tradition and custom, and shares moral and religious stories with children to nurture positive values in them. Meanwhile, the school lets children explore with different senses to learn through hands-on experience. The school adopts learning modes of whole-class, group and individual to devise learning activities. It also arranges a proper daily schedule for children to have sufficient time to engage in music, physical, art and free choice activities in order to facilitate a balanced development. However, some of the learning content and homework for K3 children are rather difficult. The school must review and remove the inappropriate parts so as to meet children's abilities and learning needs.
- 2.2 The school has formulated a clear mechanism for the assessment of child learning experiences. It develops learning portfolios for children to store thematic and summative assessment information, observation records and children's work as evidence of their growth in each learning area. Teachers schedule regular meetings and communication to inform parents of their children's performance. They also give specific suggestions for parents to take follow-up actions, hence promoting

children's development and growth. The school is required to map out suitable criteria for the assessment items in order to help teachers objectively assess the learning and developmental performance of children of all grade levels.

- 2.3 The school has put in place an explicit mechanism for curriculum coordination, monitoring and review. The management leads teachers to devise curriculum outline of all grade levels, design activities and set up interest corners. The management understands the implementation of curriculum through scrutinising teaching documents and conducting classroom walkthroughs. It also provides proper guidance to teachers in a timely manner. Through study meetings, focused peer lesson observation and evaluations, the school guides the teaching team to apply the acquired knowledge from training in relation to conducting drama activities and fostering children to learn through play, thereby strengthening the professional competence of the team. Teachers reflect on teaching in view of children's performance. Yet, they must collaboratively explore the crux of their teaching and make focused suggestions for improvement, in an effort to enhance the learning effectiveness of children.
- 2.4 Last school year, the school regarded promoting the effectiveness of learning through play for children as its major concern. Teachers make good use of the campus space to create an environment for learning through play. For example, they utilise the walls of the classrooms to set up diversified and simple games for children to manipulate and play. Teachers create different interest corners which are related to children's life experiences and interests. Manipulative materials are placed in the interest corners for children to explore. Teachers then encourage children to share what they have found. As observed, teachers provide materials such as scouring pads, sponges and work gloves for children to explore with sensory-motor. Teachers also let children try coin rubbing with various types of papers and pencils for comparing the results. Teachers arrange extended learning activities for the themes in the role-play corner such that children learn to categorise a variety of foods and conduct buying and selling games. All these are conducive to constructing children's knowledge and deepening their learning. Children are fully engaged in the games and proactively share their ideas. Teachers are advised to observe children's performance more often and intervene in a timely manner as well as guiding children's further thinking and assisting children to conclude their experience after play, hence consolidating what they have learnt.
- 2.5 In recent years, the school has taken the initiative to motivate teachers adopting

diversified teaching strategies to nurture a good learning attitude in children. The school arranges relevant training programmes for teachers such that the teaching team can study together. Teachers are able to apply what they have learnt to put various elements of drama into the activities including role-play and following the melodies to interpret stories with children, thereby inspiring children to unleash their imagination through play. Meanwhile, teachers incorporate drama skills into lessons so as to improve teacher-child interactions, encourage children to express their feelings and share their experiences. Teachers create vivid and real-life scenarios for thematic learning activities to stimulate children's motivation and learning interest. The teaching team also composes many nursery rhymes like "moral education songs", "routine songs" and "emotion songs". Teachers and children often listen to and sing the songs together, which helps children learn positive values and cultivate good habits. The school places emphasis on children's aesthetic development as well. Teachers are equipped with skills to design music activities. They plan activities in light of the abilities of children at each grade level. Teachers select appropriate songs for carrying out music play or rewriting lyrics with children. As observed, K3 children are eager to participate in lyric writing and apply the knowledge of learning themes to create lyrics that match the rhythm. The lyrics are full of childishness. Children like music that they manipulate musical instruments and perform rhythmic movements during lessons. They understand the rhythm of the melodies and enjoy the fun of music activities. Children are curious about new things, love learning and are willing to engage in all kinds of activities and play.

- 2.6 Teachers are amiable and often commend children. A good relationship is built between teachers and children. Teachers communicate clearly and encourage children to follow instructions and play. During physical activities, teachers lead children to receive skill training such as riding tricycles and climbing on the rock wall. Teachers provide ample opportunities for children to engage in gross motor activities to enhance body coordination abilities of children. Teachers love and take care of children with special needs while providing individual assistance to children. However, the school must stay aware of individual children's learning pace in order to provide them with timely and focused support.
- 2.7 Children enjoy going to school. They are energetic, polite and friendly. They talk to others actively and possess good speaking abilities. They comply with activity rules and demonstrate self-discipline and good self-care abilities by tidying up toys

and belongings on their own after activities. Children always play with peers and they get along well, displaying good social and affective development.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school practises the inter-connected SSE process, viz. planning, implementation and evaluation in its daily work and devises plans based on the review results. The management is advised to lead teachers to map out clear objectives and concrete success criteria for the major concerns in order to help the teaching team evaluate the work effectiveness and plan follow-up actions more accurately, thus further facilitating self-improvement of the school.
- 3.2 The management must steer the teaching team to revise the inappropriate parts in the learning content and homework for K3 children, with a view to meeting the developmental needs of children. Besides, teachers are also recommended to observe children's performance during activities more often and intervene in a timely manner to guide children's further thinking. Teachers may also assist children in concluding their experience after play, so as to consolidate what they have learnt.