

School No.: 132152

Quality Review Report (Translated Version)

**The Church of Christ in China
Heep Woh Kindergarten**

231 Sai Yeung Choi Street, Kowloon

11, 12 November & 6 December 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 11, 12 November & 6 December 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 school maintains liaison with kindergartens and primary schools of the sponsoring body to organise joint-school teacher training, parent seminars, visits, etc., with a view to promoting cooperation among schools to enhance the work effectiveness. The management values teachers' professional development. In addition to arranging teachers to participate in training related to the development plans, it also organises peer lesson observation and visits to other schools to enhance professional exchange among teachers. The management allocates work in consideration of teachers' strengths, experience and preferences. Teachers can accumulate experience by handling various duties and collaborate to manage the daily operation of the school. The school follows up the recommendations in the aspects of learning and teaching made in the previous Quality Review to improve its school-based curriculum progressively, including revising the learning content to strengthen the cultivation of values and attitudes, as well as revising the daily schedule to facilitate children's balanced development.
- 1.2 The school recognises the rationale of school self-evaluation (SSE). Following the established work procedures, it reviews its situation and the progress of the development plans from different aspects of work, then formulates its annual development plans. The school has regarded cultivating children's positive values and attitudes as well as strengthening the element of free exploration in play as its major concerns in recent years. Through the arrangement of teacher training, activity design, parent education, etc., the plans have been implemented progressively.
- 1.3 The school accepts children with diverse needs and helps them learn joyfully in an inclusive atmosphere. The school keeps in close communication with parents, provides appropriate support and referral services as well as follows up children's progress. The school regards parents as its important partners. It collects parents' views on the school through a variety of channels. It also arranges lesson observation and parent-child activities, etc., for parents to understand the rationale of

the curriculum and the school life of their children. In addition, the school organises parent education seminars to help parents understand emotional management, parenting style, etc., so as to improve their parenting skills. Parents trust and support the school. They are willing to serve as volunteers to assist the school in carrying out activities, which is conducive to facilitating home-school cooperation.

2. Learning and Teaching

- 2.1 The school plans its integrated curriculum with reference to the teaching packages. The themes selected tie in with children's interests and life experiences. The curriculum is comprehensive which covers all learning areas. It gives attention to the cultivation of children's values and attitudes as well as acquisition of knowledge and skills. In addition, children are provided with sufficient opportunities to engage in physical, music, art and free choice activities daily to facilitate their balanced development. The school improves its curriculum in a gradual manner. It has revised the homework design to reduce the amount of writing for children, which heads for the right direction. However, some K3 homework is still considered too difficult that the school should delete the inappropriate content according to children's abilities and needs. In tandem, the school should revise the design and arrangement of the kindergarten-primary transition activity, while selecting learning materials that meet children's needs. It should also ensure that children have adequate opportunities to take part in physical, music and free choice activities during simulated activities of primary one. Moreover, it is necessary for the school to cancel the primary one mock interview organised by the parent-teacher association so as to avoid exerting pressure on children and parents.
- 2.2 The school has formulated the policy on the assessment of child learning experiences. It assesses children's learning and development progress through continuous observation. The assessment content meets the curriculum objectives and covers all learning areas. Upon completion of each school term, the school summarises children's performance and reviews children's development progress in different areas. The school follows up the learning and developmental needs of individual children with reference to the assessment information. It also reports to parents in a timely manner. In order to facilitate the continuous development of the school-based curriculum, the school may consolidate children's assessment information to better inform the overall planning of the curriculum as well as learning and teaching.
- 2.3 The school has established a mechanism of curriculum monitoring and coordination.

The management understands the teaching progress and provides guidance in a timely manner through attending curriculum meetings, conducting lesson observation and scrutinising curriculum documents. Teachers discuss the teaching content and progress by grade levels and devise the teaching plans according to the teaching objectives. The procedures of the teaching activities are clear, which help teachers master the process of teaching. Teachers discuss the environment set-up of classrooms and the design of corner activities, as well as review and adjust part of the teaching content. Nevertheless, the learning content in some of the thematic discussion is slightly too much while the teaching pace is a bit fast. The school should continue to review and revise the arrangement to enhance the effectiveness of learning and teaching.

- 2.4 The school places emphasis on children’s moral development. It has set major concerns to strengthen the cultivation of children’s positive values and attitudes in recent years. Every year, the school sets different focuses for moral education. It arranges “Moral Education Week”, as well as storytelling, activities in birthday parties, parent-child activities, etc. to enable children to learn and practise good behaviour. For example, children learn to express their gratitude to their families, appreciate themselves and treat others with courtesy. As observed, children are obedient and courteous. They get along well with others. The development plan is supported by parents. The school reviews the implementation of the plan. However, the design for some activities cannot cater for the abilities and needs of children of different ages. For example, the parent-child assignments are the same for all grade levels. The school should make revision. In addition, when selecting the focuses for moral education, the school is advised to make good use of the related SSE information to understand children’s developmental needs and further review the planning of the curriculum, thereby enhancing the effectiveness of the plan.
- 2.5 The school premises are bright with adequate activity space. Last school year, the school put efforts to improve the design of corner activities so as to increase children’s opportunities to take part in play and free exploration. Teachers design different corner activities for children to play freely. The corner activities are designed according to the theme and they are manipulative. Teachers put effort to set the imaginative play corner in consideration of children’s views in order to attract children to engage in imaginative play in various scenarios. As observed, children are engaged in the imaginative play of enjoying hot-pot, purchasing clothes in the boutique, going for a picnic in the countryside, etc. They unleash their imagination

during play as well as chat and interact with peers. Children use different materials to make collages and draw freely in the craft corner. They also construct freely with materials such as big blocks, cartons and paper bricks in the constructive corner. Children play together with the rails and baby cot they build, therefore developing their creativity and having great fun during play. In the exploratory corner, materials for exploration and testing are in place to stimulate children's curiosity. The school is advised to improve the design of the reading corner by displaying picture books systematically and encouraging children to share stories, with a view to attracting children to read in the corner. Children manipulate teaching aids freely. Yet, the design of some teaching aids is slightly lacking in fun which is hard to arouse children's interests. The school should revise the design of the teaching aids to enhance the effectiveness of learning through play for children.

- 2.6 Building on the experience of strengthening free exploration in free choice activities last year, the school has tried to practise this in physical activities this year. The school first enables teachers to understand the ways to strengthen the element of free exploration in physical activities. It then tries to carry out the practices in some activities. For example, it provides various items for children to select and design the ways to play as well as encouraging them to make more attempts and exploit their creativity. As observed, children can freely select from diversified activities. They are engaged and eager to make attempts. Their gross motor development is good while the physical activity level is adequate.
- 2.7 Teachers care about children. They adjust the homework arrangement according to children's needs and provide individual guidance during activities to cater for children's diverse needs. Teachers are well-prepared for their lessons and make good use of real objects and pictures to facilitate their teaching. They explain clearly and catch children's attention with tones. Teachers arrange diversified activities for children to learn from manipulation and interaction. During music activities, teachers provide sufficient opportunities for children to sing, do rhythmic movements and feel the beats of songs through playing musical instruments. Teachers observe children's performance and respect the ways they play. Some of them play with children. Teachers encourage children to express their views and feelings by frequent questioning as well as praises. Some of them prompt children to share how they solve the problems. In order to further facilitate children's learning, the school may continue to encourage teachers to share and exchange the skills of questioning and providing feedback, as well as the ways to lead children to

try different methods accordingly, thereby improving their problem-solving skills.

- 2.8 Children accept others and enjoy playing with peers. They are keen on learning and curious about the surroundings. They also like observing, expressing their views and sharing with others. Children possess self-care abilities that they put on and take off their shoes as well as pack items by themselves. Some of them even take the initiative to help teachers and peers, such as cleaning up tables and pouring water for peers.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school possesses positive attitudes towards SSE work. However, it is still not able to accurately evaluate the effectiveness of the development plans. The management should strengthen its professional leadership to help the team better grasp the rationale and skills of SSE. It should formulate concrete and feasible success criteria in connection with the objectives of the major concerns, and use children's performance as evidence to reflect the effectiveness of the plans, thereby making suitable suggestions for improvement to promote the school's continuous development.
- 3.2 The school should lead the team to adjust the school-based curriculum continuously to delete inappropriate K3 homework and improve the design of the teaching aids. It is also necessary for the school to review the arrangement of the kindergarten-primary transition activity to improve the daily schedule, delete inappropriate learning content as well as cancel the primary one mock interview.