

School No.: 132152

Quality Review Report (Translated Version)

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

231 Sai Yeung Choi Street, Kowloon

13, 14 & 16 January 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 13, 14 & 16 January 2025

☒ **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 organisation supports the school development and advises on daily affairs and use of resources. The management has extensive experiences in administration and is familiar with the school's situation, steering the team to formulate policies in different domains. The school sets out various guidelines to help its staff grasp the work requirements. Responsibilities are allocated based on teachers' expertise so that teachers can discharge their duties properly and exploit their strengths. The school arranges school-based training and exchange activities for teachers while encouraging them to make good use of different channels to share information and knowledge acquired from further studies in a bid to boost their professional competence, jointly promoting the development of the school.
- 1.2 The school recognises the rationale of school self-evaluation (SSE) and reviews the effectiveness of work on a regular basis. The school has set assisting children in understanding Chinese art and culture as its major concern in the past two school years. In this school year, it aims to enhance children's language abilities through reading. The school devises implementation plans at various levels including teacher training, design of learning activities and parent education. The arrangements are appropriate and the plans have been carried out smoothly.
- 1.3 The school caters for learner diversity. It employs external resources to provide referral services to children with special needs so that they can undergo assessments and receive support as soon as possible. The team adopts appropriate strategies that

it organises language enrichment activities to facilitate non-Chinese speaking children to learn Chinese. The team also translates school notices for parents to understand the school curriculum and the content of activities. The school adjusts the lesson time for newly admitted children, guiding them to adapt to school life in a step-by-step manner. As for the interface between kindergarten and primary education, the school plans relevant learning theme for K3 children and brings them to visit primary schools. Children therefore can have a preliminary understanding of the learning mode and environment of primary schools, getting psychologically prepared. The school plans a wide range of parent seminars and workshops to help parents acquire child-rearing skills for fostering their competence in parenting and parent-child relationship. Meanwhile, the school systematically contacts parent volunteers to invite them to assist in leading visits, holding celebrations and other activities, strengthening home-school cooperation by pooling parents' efforts. The school and parents trust each other. Parents have become an important partner of the school and they work together to nurture children's growth.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and teaching packages, the school designs a school-based curriculum in an integrated approach using themes. The curriculum facilitates children's cultivation of values, acquisition of skills and construction of knowledge. The school arranges field visits for children to deepen their understanding of the learning themes and broaden their horizons. Through classroom activities, elderly centre visits and so forth, the school instills moral characters of care and gratitude in children, motivating them to practise good behaviour in daily life. However, the school is required to reduce the amount of copying in some language homework for K2 and K3 children as well as reviewing

and revising some of the excessively difficult learning content and homework in Early Childhood Mathematics of K3 so as to meet children's abilities and learning needs.

- 2.2 The school has developed a mechanism for the assessment of child learning experiences. Teachers set assessment items according to the curriculum objectives while understanding children's learning performance through continuous observation and documentation. The learning portfolios keep assessment forms, activity observation, etc., to present the developmental progress of children in an orderly manner. Teachers meet with parents regularly to share children's performance in different learning areas. They discuss suggestions for improvement for fostering children's learning. Parents and the school collaborate to support children's growth. The school is advised to collate and analyse the assessment information to further understand the needs of children, thereby examining and adjusting the arrangements of the curriculum.
- 2.3 The school has established a curriculum management mechanism. The management leads teachers to plan, implement and review the curriculum. Members of the management discuss the teaching plans, use of teaching aids and so forth of each grade level during meetings to reach consensus, which is conducive to taking forward the curriculum. By scrutinising documents, conducting in-class assistance and lesson observations, the management monitors the implementation of the curriculum. Teachers reflect on their teaching periodically and analyse the extent to which the teaching objectives have been achieved. They may conduct reviews from the perspectives such as activity design and teaching strategies based on the performance of children as well as proposing specific suggestions to raise the standards of learning and teaching.
- 2.4 The school has taken promoting Chinese culture as its major concerns in recent years.

It has incorporated relevant elements, including the introduction of Chinese local food, food culture and protected animals in China, into the curriculum. In the meantime, the school organises festival celebrations. To tie in with Lunar New Year, lion dance head, spring couplets and New Year food are placed in the lobby, allowing children to learn about the traditional custom and practices under the festive ambience. In tandem, children take part in making blue and white porcelain and ink paintings as well as enjoying Sichuan opera performance. Children experience the beauty of Chinese art and culture through first-hand experiences.

2.5 In this school year, the major concern of the school is enhancing children's language abilities through reading. Teachers put cushions and puppets in the reading corners, display recommended books and provide theme-related books to attract children to read. During the free choice activity sessions, teachers read with children and ask questions to let children immerse themselves into the scenarios as well as reviewing with children the booklets prepared by parent and children, creating a good reading atmosphere. As observed, children often flipped reading materials during group activities. They also read and discussed the content of the picture books with peers joyfully. Children have developed reading interest and habit while being willing to try recognising simple words in order to understand lively and interesting story content.

2.6 The school environment is neat and tidy and the activity venues are properly planned. Teachers utilise walls along the corridors and classrooms to post children's works and photos for children to appreciate one another. Role-play corners are set up in accordance with themes. Children enter the corners and play freely based on their learning pace and preferences. K1 children imitate hairdressers in a hair salon to style their peers' hair using toy scissors and hair rollers. They wear colourful wigs and enjoy the fun of grooming. K2 children choose various kinds of food from

supermarket shelves and then pay for the food while peers play the role of a cashier to receive money. They are all familiar with the buying and selling process and apply real life experiences. K3 children take turns to role-play chefs and diners of a restaurant, unleashing their imagination to carry out imaginative play. In the exploratory corner, K2 children place different objects on two sides of a scale for weighing them. Teachers may further plan diversified exploratory activities to arouse children's curiosity and cultivate their exploratory spirit. Teachers put a great variety of art materials in the art corners for children to freely choose the materials to make collage, draw and create two-dimensional and three-dimensional works with a view to developing their aesthetic sense. Children voluntarily design greeting cards as gifts to their family members to show their care for them.

2.7 Teachers are conscientious in teaching and care for children. They select real objects and pictures such as household cleaning products and nutritious dishes for teaching which help children understand the relevant concepts. Teachers are amiable and always praise children for prompting them to build self-confidence. Teachers lead children to sing during music activities and set up scenarios for children to perform rhythmic movements and play musical instruments. Teachers also encourage children to express their emotions and unleash their creativity through various means. Physical activity venues are spacious. Children are energetic that they use climbing frames, play slides and ride tricycles to build their physique. During free choice activities, teachers join children's play to give timely guidance, promoting children to learn through play. Teachers are recommended to continue to further assist children in reviewing the process and experiences gained during play as well as guiding children to share their feelings to consolidate what they have learnt after activities.

2.8 Children are courteous and take the initiative to greet others. Children get along

well with peers. They assemble toys and play chess together, showing good social development. They proactively put things back after use, tidy up their own clothes and go up and down the stairs, possessing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school must actively follow up on the recommendation of the previous Quality Review and equip teachers with the skills on practical grasp of SSE. They are required to formulate specific success criteria collaboratively for the major concerns and plan for the next stage of work according to the review findings.
- 3.2 The school is required to revise some of the learning content and homework design of K2 and K3 in order to meet children's abilities and learning needs. It should lead teachers to conduct reviews from the perspectives such as activity design and teaching strategies based on the performance of children, contributing to the continuous advancement of the school.