

School No.: 323250

Quality Review Report (Translated Version)

The Church of Christ in China Kei Faat Kindergarten

**Computer Room at 1st Lower Ground Floor, 3rd, 4th & 5th Lower Ground
Floor, 34 Yuet Wah Street, Kwun Tong, Kowloon**

25, 26 & 28 October 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 25, 26 & 28 October 2022

- 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 has a sound administrative structure. The duty allocation and the working guidelines are clear which enable the smooth operation of the school. Teachers are provided with professional training, and in recent years, an atmosphere of keen interest in learning has been created among the teaching team through interschool exchanges. The management understands the needs of the school, and plays a great role in leading teachers to refine the school-based curriculum. It is committed to promoting learning through play and children's exploration. Teachers are in close communication with one another. They do their best in teaching and caring for the children together, demonstrating good team spirit. Under the professional leadership of the management, a collaborative culture has been established.
- 1.2 The school has a reliable self-evaluation mechanism in place. At the end of the school year, it engages all teachers, by grade level, to review the effectiveness of various areas and major concerns. Then, they make suggestions for improvement. During the process of self-evaluation, the management is open to teachers' suggestions and adjusts the pace of development according to the work progress, showing favourable reflective ability. Since the previous Quality Review, there have been some personnel changes in the teaching team. In alignment with the school situation, the school launches the "Seedlings Project" for the newly recruited teachers, and regards the implementation of the project as its major concern. Besides conducting workshops regularly, the management also arranges experienced teachers to give advice on teaching strategies. In order to pass on the good, school-based teaching experience, the experienced teachers emphasise that in daily teaching, children should be given more opportunities to participate in activities, and to share and express more of their thoughts through grouping. As observed, the newly recruited teachers deliberately create a relaxed and enjoyable learning environment for children to engage in learning activities and express their views. There is a good

teacher-child interaction, and the project's effectiveness is seen preliminarily. In this school year, promoting children to learn through play remains the major concern of the school. Through professional training, teachers' doubts about using play as a learning strategy have been cleared. They strengthen the elements of free exploration in play, refine the curriculum planning and the design of activities.

- 1.3 The school has followed up on the recommendations of the previous Quality Review to improve the support for children with special needs. It cares for children of different backgrounds, is mindful of their needs, and gives them appropriate support. For example, it introduces external professional support services that provide learning and social skills training for children with special needs. The school also encourages parents of the newcomers to get their children ready for school beforehand so that children can have a smooth adaptation to school life. As K3 children face many challenges in transitioning to primary one which involves a major change in learning stages, the school helps them to relieve the anxiety through discussion and role-playing. Overall speaking, the school caters for children with different needs effectively, and its support services are well-thought-out.
- 1.4 The school maintains close contact with parents. Besides informing parents of the school's latest epidemic prevention measures timely, the school also consults with parents on various issues like snack time and makes suitable arrangements after considering their views. The school regards parents as important partners, and the Parent-Teacher Association was set up in the last school year to engage parental involvement in volunteer services. Currently, there is a large team of parent volunteers assisting the school in organising fun and games activities on Fridays, reminding children of proper writing posture, etc. Parents provide valuable human resources for the school, and at the same time, they implement the idea of nurturing children through home-school cooperation. The school is keen to promote parent education and holds regular parent talks of which the themes and content include play therapy and positive education. Through these talks, parents grasp the parenting skills and understand the importance of praising children. The school makes timely use of the *Curriculum Framework on Parent Education (Kindergarten)*, launched last school year, to review the content covered by the school-based parent education. It adds parent activities this school year to let parents master the skills of emotion management to foster physical and mental wellness. In addition, the school has set up a parent group named "Walking Together with You" to provide useful information

for parents of children with special needs, and help them understand their children's needs.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and teaching packages, and chooses themes that are closely related to children's everyday experience and interests, to design an integrated curriculum with content covering different learning areas. The school strives for nurturing the moral development of children, and incorporates learning moral elements like being attentive, grateful and brave into the curriculum. Reward schemes are also used to encourage children to behave virtuously. Moreover, the school actively conducts a variety of learning activities. For instance, in accordance with the learning theme "traffic", children are arranged to ride a double-decker to the bus station during which they use the app of the bus company to track the bus. Thus, their truth-seeking spirit is being built. The school also organises Mid-Autumn Festival and Chinese New Year celebrations to enable children to learn Chinese culture through their personal experiences. From Monday to Thursday, the school provides sufficient art, music, physical and free choice activities for children. However, the physical activities on Friday have been arranged as a subcategory of play, and children can decide whether to take part or not by themselves. The school is advised to review the situation of children participating in physical activities and improve the schedule of Friday. In addition, some pieces of the K3 homework are rather difficult and the school should remove those that are inappropriate to meet the abilities and developmental needs of children.
- 2.2 The school has an explicit policy on the assessment of child learning experiences. Teachers assess children's performance through continuous observation which indicates children's development comprehensively. The school creates learning portfolios for children to systematically maintain their work, thematic learning assessment reports and observation records as evidence of their growth. There are specific assessment criteria for teachers to assess children's performance objectively. Teachers aptly inform parents of their children's situation which is conducive to following up on children's development at home and school. At the end of every learning theme, teachers collate and analyse data relating to children's strengths and weaknesses so as to follow up on the individual needs of children and to inform curriculum planning.

- 2.3 The school has set up a robust curriculum management system. The management leads teachers to discuss the teaching content and learning progress. Through attending meetings, scrutinising curriculum documents and conducting lesson observation, the management comprehends the implementation of the curriculum and offers improvement suggestions to teachers in a timely manner. Teachers reflect on their teaching every day, and are able to summarise children's performance on activities and evaluate the effectiveness of teaching generally. The school also reviews the activity arrangements and environment set-up of each learning area on a regular basis to serve as a foundation for adapting teaching strategies and the set-up of interest corners.
- 2.4 In recent years, the school has been putting efforts into promoting learning through play. It deepens teachers' knowledge on the concept of learning through play by introducing professional support, and organising exchange activities such as collaborative lesson planning, lesson observation and lesson evaluation. In view of the experience gained, the school deliberately strengthens the element of free exploration in the school-based curriculum. For example, interest corners are well-stocked with teaching materials for children to choose from to create or construct. More time is given to children in thematic units so as to increase the room for children to learn actively, and children are encouraged to summarise what they have learnt at the end of the activities. On Fridays, an activity period for play is introduced. All children are allowed to make their own decision to take part in any multilevel activities they like such as real-life simulation, scientific exploration and creative constructive play. Children enjoy themselves around the school, as well as having the chance to interact with peers from different grade levels to develop their social skills. On the whole, the planning of the school is comprehensive and detailed. Children participate in play they like and have fun while their curiosity is being aroused and they actively explore the surroundings. At the end of the activities, teachers lead children to reflect on and consolidate what they have learnt. Children are willing to express their ideas and speak with confidence. The effectiveness of the work concerned has been identified.
- 2.5 The school has been committed to promoting project learning to nurture children's inquisitiveness and thirst for knowledge. In this school year, the school is determined to enhance children's active learning and to improve their engagement, creativity and problem-solving skills through everyday experience. Take the theme "sports" as an example, children decide to make "basketball" a sub-theme after

discussion, and they shoot the hoop with balls of various types and sizes. As observed, they find out that the basketball hoop crashes down after numerous ball shootings. Teachers then seize the opportunity to ask children questions to inspire them to think from multiple perspectives. They guide children to suggest ways of securing the basketball hoop, and validate the children's ideas and suggestions through tests. When children encounter problems during the process, they make improvement suggestions together and perform tests and experiments for proof. They have good exploratory and problem-solving skills.

- 2.6 The school makes good use of the campus to display children's work and sets up a clean and comfortable learning environment. It is flexible in the use of resources by borrowing the playground of the adjacent primary school and the church hall to broaden the activity space for children. There are various corners in the classroom like theme corner, constructive corner and fine motor skills corner, and the corner activities are in line with the themes. Teachers place a great variety of materials in the corners for children to manipulate, construct or explore. The art corner has abundant materials. Children are imaginative and creative, they use different materials to collage and paint. In the free choice activity session, children choose to attend corner activities according to their preferences. They also like to play with peers together, such as role-playing to take care of babies and building blocks. Children thoroughly enjoy the activities. Teachers encourage children to keep trying during the activities, and they respect children's ways of play. After the activities, teachers invite children to share what they have learnt like introducing their work or the problems that they have encountered in the activities. This facilitates children to learn to appreciate one another, or ponder solutions to problems. It is observed that children do not read very often in the reading corner. Teachers may recommend books to children frequently to arouse their interest in reading.
- 2.7 Teachers are kind and amiable, and they always praise children for their good behaviour. Teachers are well-prepared for lessons. They deliver clear explanations, make good use of pictures, self-made teaching aids and real objects to assist teaching and stimulate children's interest in learning. Teachers care for the needs of different children and offer individual guidance to children during activities. Teachers have fine questioning techniques and are able to inspire children to share their life experience and feelings. They group children in pairs for discussion and exchange. The class interaction is good. Teachers design physical activities that are diverse and provide a sufficient amount of exercise for children. Children

engage in activities like ball passing and hopping and display good body coordination. Teachers are required to improve their skills in designing music activities. They should enrich the activities with music elements, enabling children to move or sing to the beat and enjoy the music. Children love going to school. They are disciplined and courteous. They participate in learning activities enthusiastically and answer teachers' questions positively. They like playing together and are happy to help others. Thus, they have good social development. Children tidy up toys and items at the end of activities, showing favourable self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

Under the effective leadership of the management, the school has been focusing on promoting children to learn through play and has made solid progress. In order to rise to the challenge brought by the change of teaching personnel, the management deliberately strengthens the professional training of the newly recruited teachers. The strategy of passing on school-based teaching has begun to deliver results. The management must lead the teaching team to improve their skills in designing music activities, and review the schedule for Fridays to ensure balanced learning for children. The school must also remove the K3 homework assignments that are excessively difficult so as to meet the abilities and developmental needs of children.