

School No.: 324809

Quality Review Report (Translated Version)

**The Church of Christ in China
Kei Wa Kindergarten**

**Unit Nos G1-G14, G/F, Kai Ning House,
Kai Yip Estate, Kwun Tong, Kowloon**

22, 23 & 25 June 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2021)

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Dates of Quality Review: 22, 23 & 25 June 2021

- 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 is proactive in arranging training for teachers. It not only enables teachers to take part in joint-school exchange and observation activities organised by the sponsoring body or affiliated schools, but also encourages them to participate in external training and share what they have learnt with the team thereafter. These measures can help widen teachers' horizons and enhance the team's professional competency. In recent years, there are quite a number of new teachers joining the school. The principal and experienced teachers act as mentors to support the work of new teachers, assisting them to grasp the requirements of the work. The principal has been serving the school for years and is familiar with the school operation. She arranges teachers to work in different functional groups according to their abilities and preference. Teachers discharge their duties properly and give full play to their talents. They make concerted efforts to facilitate the continuous improvement of the school.
- 1.2 The school agrees with the rationale of school self-evaluation (SSE) and has established an SSE mechanism. Under the leadership of the management, teachers are able to implement the cyclical SSE process of planning, implementation and evaluation into daily operation. The school collates the review results from meetings, the data from questionnaires for stakeholders, and other information such as teaching reflection to devise appropriate development plans and deploy suitable implementation strategies. In recent two years, the school has considered nurturing the teaching team, enriching the corner games as well as promoting reading as the major concerns. The plan is in line with the developmental needs of the school and children. The management leads staff to take forward the plan with concerted efforts in the aspects of learning and teaching, teachers' professional development and home-school cooperation, and continue to review the effectiveness and refine the strategies. The effectiveness has been observed.
- 1.3 The school accepts children with different learning and developmental needs. It

puts in place a clear mechanism and fully utilises the external resources to provide referral services as early as possible and render suitable support for children in need. The school values home-school communication. The school team maintains close liaison with parents through different channels such as parent-teacher association, face-to-face meeting and online communication platform so that the parent can understand the learning and development progress of children. It also gives parents concrete suggestions in a timely manner to facilitate their support for children at home, demonstrating the effectiveness of home-school cooperation. The school implements reading programmes. It organises talks for parents to grasp the skills of parent-child reading in order to enhance their story-telling skills. Besides, the school organises talks and workshops which meet the parents' needs on a regular basis to enhance the effectiveness of parent education.

2. Learning and Teaching

- 2.1 The school develops a school-based curriculum by making reference to the teaching packages and selecting real-life themes according to the children's abilities, interests and life experiences. The curriculum is comprehensive and covers all learning areas. The school's daily schedule provides sufficient time for children to engage in music, art, physical and free choice activities to foster their balanced development. The school sets different learning themes and project activities for each grade level. Teachers choose topics that are of interest to children with the aim of boosting their participation and interest, which is conducive to fostering children's self-learning ability. Teachers arrange whole-class, group and individual learning modes for children in a flexible manner. The flexible teaching modes can help enhance the teaching effectiveness and cater for learner diversity.
- 2.2 The school has set up a curriculum management mechanism. Through regular meetings with teachers, the learning focuses, teaching strategies, environmental setup are discussed. The management understands the effectiveness of curriculum implementation through lesson observations, meetings and scrutinising the curriculum documents. It arranges peer lesson observation and provides appropriate guidance and concrete suggestions in light of teachers' performance and their teaching reflection, which is conducive to enhancing teachers' reflection abilities and teaching effectiveness. Besides, teachers review children's performance every day with reference to the learning objectives and give suggestions

for improving their teaching. Teachers possess good reflection abilities. The school summarises and collates teachers' evaluation on teaching to inform curriculum planning.

- 2.3 The school takes into account the curriculum objectives to devise the policy and content of the assessment of child learning experiences. The assessment items and criteria are clear. Teachers assess children's performance objectively. The school assesses children by continuous observation and recordkeeping. It keeps children's works, as well as the thematic assessment and summative assessment results in children's learning portfolios so as to record children's development progress systematically, thereby enabling parents to grasp the growth of children and help them form reasonable expectations of their children. The school is also able to use the assessment information to inform the curriculum and improve the school-based curriculum in an ongoing manner.
- 2.4 The school tied in with the developmental needs of children to make the corner activities more interesting with a view to enhancing the learning motivation of children, and regarded it as the major concern in last school year. Teachers provided materials that were of interest to children at the interest corners to encourage children to explore freely with the materials available at the corners by connecting with their life experiences. Children were keen to participate in the activities. Based on the situation of previous year, the school further enhances the corner activities in this school year and aims at enhancing children's participation. For example, teachers and children prepare the play materials together and during which children are encouraged to express their views and thoughts. It is helpful for children to construct knowledge and cultivate active learning attitude. As observed, children are engaged in the corner activities and develop a sense of ownership towards the activities. Some children even give suggestions on the ways to play and engage in the activities joyfully with peers.
- 2.5 Another major concern of the school in this school year is promoting reading and enhancing the reading interest of children. Teachers use picture books as teaching materials. Children are attentive when listening to stories in class. They observe the illustrations in the books carefully, understand the story content, and are eager to respond to teachers' questions. Children are interested in reading. They go to the reading corner to read on their own and borrow books enthusiastically to read with their parents at home. The effectiveness is observed.
- 2.6 Teachers set up learning corners in the classrooms based on the learning themes.

Learning activities in some interest corners are designed with different levels of difficulty to cater for children with different abilities. From observation, children are able to choose their favourite materials and games according to their interests and abilities. They construct knowledge and acquire skills by manipulating the teaching aids. Children know how to collaborate and share with others. They play with peers. For instance, children engage in role-playing games in a simulated ice-cream shop. They are enthusiastic no matter they are playing the roles of shopkeepers or customers.

- 2.7 Teachers have serious teaching attitude. They often make use of real objects, multi-media teaching materials and so forth to inspire children and sustain their learning interest effectively. They also make good use of questioning to encourage children to think and express more. Teachers always give children positive feedback which can help build up their confidence. Teachers observe children from time to time and play with them to understand their learning needs so as to facilitate their learning. Teachers understand children's different developmental needs and adjust the learning objectives, contents and strategies to cater for children's diversity effectively. As observed, children are keen to respond to teachers' questions and express their personal thoughts and feelings. They have good self-care abilities and are able to tidy up things after activities.
- 2.8 The school arranges music and physical activities for children every day which is conducive to developing the body coordination skills of children. Children have sufficient amount of exercise. Teachers place diversified play facilities in the venue for children to engage in skills training and games in groups to reduce the queuing time. However, the school arranges some children to go in and out of the classrooms to take part in other learning activities during music and physical activities. Such arrangement affects the continuity of children's learning. The school may revise the arrangement of relevant activities for children to learn more effectively.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 As the teaching team is becoming stable, the management may further enhance teachers' participation in SSE to formulate the major concerns and development objectives for the school together using the whole-school approach, with the aim of sustaining school development.

3.2 The school's daily schedule provides different kinds of activities for children's balanced development. Yet the school is advised to enhance the arrangement of daily learning schedule, such as arranging the learning activities properly based on the principle of providing balanced amount of active and quiet activities. As such, children can be more concentrated on learning. They can start another new task upon the completion of one learning task, which helps enhance the learning effectiveness.