

School No.: 157295

Quality Review Report (Translated Version)

**The Church Of Christ in China, Shatin Church
Pok Hong Kindergarten**

**Units 14 & 20-31, G/F, Pok Man House, Pok Hong Estate,
Shatin, New Territories**

4, 7 & 9 November 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 4, 7 & 9 November 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 leadership team understands the school's development and monitors the implementation of work through regular meetings. It also renders support to the school in a timely manner. The management maintains close liaison with the affiliated schools of the organisation to facilitate the exchange of information on the kindergarten sector and good practices, thereby leading to the steady development of the school. The management values team building and bears an open attitude to promote team communication. When deploying work, the school considers the competencies and experiences of its staff. It involves staff members in planning the internal affairs of the school and gives them full play to their strengths. The management arranges lesson observation activities on a regular basis to give teachers timely suggestions for improvement, enhancing their teaching effectiveness. The school has established an induction mechanism to assist the new recruits in adapting to the working environment the soonest. The school's overall work atmosphere is pleasant. The school team is united in managing different areas of work collaboratively.
- 1.2 The school has established the School Self-Evaluation (SSE) mechanism. The management leads the team to regularly review the effectiveness of the daily operations to devise annual work plans. Teachers are arranged to attend training to improve their reflection abilities, thereby strengthening the team's capability to evaluate the effectiveness of work plans. Building on the experience in last school year to promote children's understanding of Chinese culture, the school has continued to focus on deepening children's understanding of Chinese culture and cultivating their sense of national identity as its major concern this school year, also considering enhancing teachers' skills in designing and conducting art activities as another major concern. The school deploys work plans from multiple perspectives, aiming to foster the school's curriculum development through strategies such as curriculum design, teacher training and home-school coordination.

- 1.3 The school has followed up on the recommendations of the previous Quality Review and has set up a mechanism to identify and support children with special needs, providing them with appropriate assistance the soonest. The school draws up a series of adaptation activities to help newly admitted children adapt to the school environment. To facilitate K3 children's smooth transition from kindergarten to primary school, the school puts emphasis on improving their self-care and problem-solving abilities. It also communicates closely with primary schools in the vicinity and arranges experiential activities for children to gain a basic understanding of primary school life. With respect to communication with parents, the school proactively listens to and addresses their needs through diversified channels. It organises different seminars and workshops to strengthen their parenting skills. The school cares for the spiritual well-being of parents. Interest classes are provided to parents to let them interact in a relaxed atmosphere and to encourage them to support one another in child-rearing.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and the teaching packages, the management leads teachers to adopt real-life themes when designing an integrated curriculum according to children's abilities and interests. The curriculum content covers all learning areas which is conducive to children's positive values cultivation, skills acquisition and knowledge construction. The daily schedule of the school is properly designed to provide children with ample opportunities to engage in music, physical, art and free choice activities, thus ensuring a balanced learning experiences for children. The school has cancelled the arrangements of requiring K1 children to write. The learning content for K1 and K2 are appropriate. However, some learning content in language and early childhood mathematics for K3 is too difficult. The school must review and remove such content so as to cater for children's learning and developmental needs.
- 2.2 The school assesses children's performance through continuous observation and record-keeping. Teachers take into account the curriculum goals to devise the assessment items and criteria for thematic learning collaboratively, such that the assessment content is appropriate and objective to reflect the learning performance of children effectively. The school creates learning portfolio for children to keep their works, observation records and thematic assessments systematically, as

evidence of their growth. Teachers report to parents the performance of children regularly and they work together to follow up on children's learning and developmental needs. The school is advised to collate and analyse children's assessment information to serve as a reference to inform curriculum planning, hence facilitating children's learning.

- 2.3 The school has put in place a mechanism for curriculum monitoring and review. The management monitors the implementation and delivery of the curriculum through conducting classroom walkthroughs, attending curriculum meetings and scrutinising teaching documents. Teachers conduct collaborative lesson planning to discuss the thematic learning content and set-up of interest corners so as to design learning activities that meet children's experiences, interests and abilities. The management designs teaching assessment form and guides teachers to review the teaching strategies, arrangements of environment set-up and teaching materials, etc. It also evaluates the effectiveness of the activities based on the extent to which the activity goals have been achieved and the children's performance. Building on this foundation, the school may collate teachers' daily reflections and record the relevant suggestions of improvement at the end of each theme and school term, as reference for curriculum review and revision in the future, thus further boosting the effectiveness of curriculum evaluation.
- 2.4 Building on the development foundation of last year, which is promoting Chinese culture by organising activities during traditional festivals, the school continues to regard enhancing children's understanding of Chinese culture and cultivating their sense of national identity as its major concerns of this school year. The management steers teachers to increase the elements of traditional Chinese culture in the curriculum. For instance, on the theme of houses, teachers inspired children with photos to learn about ancient Chinese architecture. Children were also arranged to visit heritage sites in the vicinity to increase their interest in learning traditional culture. Teachers begin with the environment set-up and create Chinese culture corners in each classroom, where real objects, pictures and teaching materials are in place to tie in with the themes and traditional festivals. Children act as panda keepers to take care of panda puppets and try out traditional games such as the gyroscope, Chinese shuttlecock and flying dragon crafts. Through a wide range of activities, children's understanding on Chinese culture has been deepened and the effectiveness of implementation of this major concern has been observed. In addition, the school holds national flag-raising ceremony in celebration of the

National Day and during graduation ceremony to strengthen the sense of national identity among children. The school could consider implementing the relevant strategies of its development plans into daily routine, thereby continuously guiding children to appreciate and respect Chinese culture.

- 2.5 The school environment is spacious and the campus is tidy. Teachers make good use of the corridors and walls to display children's works with rich creativity and great enjoyment, encouraging children to appreciate each other. The set-up of interest corners in the classrooms are tied in with themes and children can carry out activities during free choice sessions. The school encourages children to learn through exploration. In conjunction with themes, teachers place various materials in the exploratory corners for children to observe. The school is required to plan exploratory activities that have clear objectives in accordance with the interests and abilities of children of all grade levels, so that they are guided to further conduct experiments or tests with the materials and take the initiative to explore, thereby gaining new knowledge. This school year, the school has considered strengthening teachers' skills in designing and conducting art activities as another major concern. Teachers are arranged to attend relevant training and are encouraged to apply their acquired knowledge to design art activities. As observed, teachers selected National Anniversary fireworks as the topic for children of all grade levels to create firework art by using different materials and ways of expression. The artworks are created in vivid colours. Teachers also spice up the art and craft corners with the elements of traditional Chinese art. Children loved to draw details on the traditional Chinese opera masks and make paper cutting crafts. They are attentive and fully engaged. Children can not only learn about and appreciate traditional art features through art activities but also unleash their creativity to nurture aesthetic sense. The relevant work plan is being commenced in an orderly manner and its effectiveness is expected to be seen.
- 2.6 The school utilises the space flexibly to organise music and physical activities for each class in the lobby. Teachers lead children to sing the melodies, perform rhythmic movements with beats and manipulate musical instruments. A pleasant atmosphere has been created. Children enjoy the fun of music activities. Teachers design physical activities in the way of circuit games. They use proper equipment to facilitate the gross motor development and coordination ability of children. However, there is a relatively long waiting time for some activities. Teachers are advised to make further improvements to activity design so that children are provided

with more opportunities to participate in the activities, hence enhancing the learning effectiveness.

- 2.7 Teachers prepare the teaching activities conscientiously. They are good at storytelling through role play to introduce activities, which increases children's interest in learning. Teachers ask questions to stimulate children to imagine and share life experiences. In general, children possess good language comprehension and expression abilities. Under the guidance of teachers, children revisit the learning experiences of the day before the end of class, which includes a brief presentation of their works or a description of the play process. These are conducive to consolidating what they have learnt. Children have developed good routines and self-care abilities. They know how to queue up and tidy up by themselves. Children are engaged in learning and are friendly to others. In tandem, they are willing to communicate and cooperate with others.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school strives to implement the rationale of SSE. When formulating the strategies of the plan, the school is recommended to review and revise its existing and routine work while deploying work strategies in a more focused manner, thereby further boosting the effectiveness of the plan. Furthermore, building on the sound foundation of home-school communication, the school could provide parents with more opportunities to take part in organising and planning activities related to home-school cooperation, joining hands with parents in cultivating children's growth.
- 3.2 The school has established a mechanism for curriculum monitoring. The management is recommended to lead teachers to summarise teaching reflections and suggestions for improvement at the end of each theme and school term, as well as collating and analysing children's assessment information to inform the curriculum. The school is also required to revise the arrangements of the learning content and homework for K3 children to remove the difficult part therein. It must follow up on the physical activity arrangements and corner design to increase children's opportunities and interests to take part in physical and exploratory activities.