

**School No.: 566292**

# **Quality Review Report (Translated Version)**

**The Church of Christ in China  
Tuen Mun Church Kindergarten**

**G/F, 29 Tseng Choi Street, Tuen Mun, New Territories**

**13, 14 & 16 December 2021**

**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: 13, 14 & 16 December 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 leadership team understands and monitors the work of the school and provides appropriate support. In recent years, the school has put emphasis on strengthening the development of its school-based curriculum. The leadership team has provided advice regarding the formulation of development directions and resources planning which facilitated the implementation of the development plan. The school has followed up the recommendations of the previous Quality Review conscientiously. It improves the policy on the assessment of child learning experiences and the activity design of the exploratory corner, etc., striving for improvement in the domain of learning and teaching. The school draws up clear guidelines for the smooth operation of daily work. The management is familiar with the school's operation. It allocates duties according to the staff's abilities and experiences and arranges experienced teachers to properly support newly recruited teachers to adapt to the working environment. In the meantime, it encourages the team members to communicate and share among themselves, so as to create a harmonious working atmosphere. The team members support each other and have consensus on the school development objectives and education rationale. They work collaboratively to facilitate the school's sustainable development.
- 1.2 The school recognises and implements the rationale of school self-evaluation (SSE). The management leads teachers to review the effectiveness of the daily work and understands the implementation of various work. At the end of the school year, the school makes reference to the feedback of stakeholders to have a comprehensive review on the work in different areas and considers the development focuses for the next year. In the last school year, the school set strengthening moral development for children and enhancing the effectiveness of music activities as its major concerns. In this school year, the school regards promoting drama activities and enhancing catering for children's diversity as its major concerns. The school adopts different strategies such as joining external support programmes and arranging mutual visits

with peer schools to strengthen teachers' professional competency. It also devises suitable strategies in the aspects of child and parent activities. The plans are implemented in an orderly manner and their expected outcomes are achieved.

- 1.3 The school properly supports children's diverse needs. The school sets up a mechanism to identify children in need so as to let them receive the earliest referral and appropriate care. In this school year, the school provides teachers with more opportunities to exchange with professionals so that they are equipped with different knowledge and teaching skills, thereby further enhancing catering for children's diversity. The school establishes various channels to keep communication with parents. Through parent meetings, parent volunteer team and so forth, the school helps parents understand the school curriculum and encourages them to get involved in their children's learning. It also arranges seminars for parents to enhance their parenting skills. The school gains parents' trust and support, resulting in harmonious home-school co-operation. Parents and the school nurture children's healthy growth together.

## **2. Learning and Teaching**

- 2.1 Making reference to the teaching packages, the school devises an integrated curriculum using themes related to children's life experiences and interests. The curriculum is comprehensive which covers different learning areas. It involves the cultivation of children's positive values and attitudes, as well as the acquisition of skills and knowledge. The school arranges festive activities, visits and experiential activities to enrich children's learning experiences. In recent years, the school has put much effort to facilitate children's aesthetic development. According to the needs of the school, it reviews and revises the learning content in the learning area of arts and creativity, formulates specific planning and designs diversified activities to help children unleash their imagination and creativity. The school provides children with sufficient opportunities to take part in music, physical and art activities every day to facilitate their balanced development. Meanwhile, free choice activities are also arranged to nurture children's active learning attitudes.
- 2.2 The school has cancelled the arrangement of the "Revision Week". It fully adheres to the approach of continuous observation to assess children's performance. There are concrete assessment criteria for teachers' reference. The policy on the assessment of child learning experiences is developed with comprehensive assessment content which aligns with the curriculum aims. The school develops learning portfolios for children to keep their observation records, artwork analysis,

assessment forms and so forth in an orderly manner, serving as evidence of children's growth. Teachers' records and analysis are able to reflect children's development progress. The school also invites parents to observe children's living habits and attitudes at home so as to help teachers understand children from different perspectives. Teachers report children's development to parents regularly and they work together to follow up on children's learning. The school consolidates the assessment information of children for each class and makes reference to them for curriculum adaptation.

- 2.3 The school has put in place a clear curriculum management mechanism. The management leads teachers to discuss the teaching progress and content. It also understands the implementation of curriculum through attending meetings, scrutinising curriculum documents and conducting lesson observation, and provides teachers with suggestions for improvement. Teachers discuss the design of teaching activities and corner activities together while exchanging views with each other. They review the teaching effectiveness regularly by making reference to children's performance, thereby giving opinions and taking follow-ups accordingly. In recent years, the school has improved the homework design such as reducing the amount of copying, cancelling the inappropriate homework for K1 children, etc. Yet, it should still review the content of some homework for K3 children and cancel the difficult parts in order to address children's developmental needs.
- 2.4 The school attaches importance to children's moral development. It set strengthening moral development for children as its major concern in the last school year. Different activities like corner activities and parent-child activities were designed for children to apply what they have learnt. In the meantime, collaborative lesson planning, lesson observation as well as post-lesson review were arranged to facilitate teachers' professional sharing, so as to enhance their skills in designing activities. The school designs simple learning tasks to encourage children to help their family members and express their concern to them. It also arranges corner activities for children to play together under a relaxing and joyful atmosphere. After drawing pictures, children take the initiative to give them to peers to show their care and love. In addition, they encourage and help others by following the instructions of games. Children are energetic and polite. They take the initiative to greet others, get along well with peers and are ready to help others, displaying positive values and attitudes. The implementation of the major concern has achieved the expected outcomes.

- 2.5 The school regarded enhancing the effectiveness of music activities as another major concern in the last school year. It reviewed and revised the relevant content of the curriculum such as introducing the activity of music appreciation and rhythmic movements. Hence, the music activities were more diversified. The school also planned the learning content of each grade level again to facilitate children to learn progressively. The school arranged teachers to carry out collaborative lesson planning and lesson observation to enhance teachers' skills in arranging and conducting music activities. As observed, music activities are arranged in an orderly manner. Teachers are devoted to conduct activities and they use graphics to help children understand the lyrics and have association. Children sing happily and feel the rhythm of music. Some teachers encourage children to create movements on their own to express their feelings towards music. When conducting music activities, teachers may pay more attention to children's performance and observe their mastery of content. They may adjust the teaching approach and learning content in a timely manner with a view to further enhancing the effectiveness of activities.
- 2.6 In this school year, the school infuses drama activities into teaching deliberately to strengthen children's learning motivation and considers this as its major concern. Through training activities, the school enhances teachers' understanding of the skills of conducting drama activities. In alignment with themes, related story books are selected. Teachers and children act as the characters of the story during thematic activities, which not only makes the activities more fun, but also facilitates children's participation and interaction, thereby enhancing their learning motivation. As observed, teachers use props and limb movements to pretend to be little animals and aliens in the stories, conducting the activities in an interesting manner. By making use of sound effects to set up rules, they instruct children to engage in or pause the role-play. Children are devoted to engage in role-playing story characters. They interact with teachers to interpret interesting story plots and learn cheerfully. The development plan is implemented gradually and its effectiveness is preliminarily observed.
- 2.7 The school makes good use of its outdoor space to grow a wide range of plants for children to observe their growth and learn to take care of them. The school flexibly uses the campus environment to design diversified corner activities and increase play space for children. Children plan and choose the corner activities according to their own preference and they are familiar with the activity rules. The design of corner

activities ties in with the themes and materials are adequate in supply. Teachers decorate the role-play corner meticulously to attract children to pretend to be farmers, waiters and customers, etc. Children play with peers, showing their good language expression abilities during interaction. Meanwhile, children do simple experiments to understand properties of objects such as exploring the mixture of different kinds of seasonings and the floating and sinking of food in water. The activity design has clear objectives which can facilitate children to observe and do testings, thereby encouraging them to explore. A rich variety of art and craft materials are provided in classrooms and activity rooms for children to make art creation. Children are concentrated and try to use clay, paints, colour papers and so forth to create. They grasp different skills and their works are diversified. At the outdoor play area, materials like card boxes and small balls are available for children to design their own ways to play so as to unleash their creativity. Teachers observe children during activities. They take part in activities and provide guidance and assistance. After activities, teachers guide children to share their feelings towards activities through questioning. Yet, they can invite children to share their findings and solutions to problems based on the meaningful contexts in play, with a view to further extending their learning.

2.8 Teachers care about children. They listen to children patiently and always praise them. Teachers are well-prepared in teaching and their explanations are clear. They adjust the homework content according to children's needs and provide individual guidance during activities. Teachers engage children in skills training as well as physical activities using equipment. However, space is rather limited for children to engage in some of the activities. Teachers may pay more attention to this and make adjustments when arranging activities. Children are curious, bold to make attempts and take the initiative to explore. They are able to set up and tidy up tools, and help teachers distribute things, showing good self-care abilities.

### **3. Recommendations for Enhancing Self-improvement of School**

The school puts great effort to develop its school-based curriculum and promotes its steady development under the established mechanisms of SSE and curriculum management. Yet, the school still needs to review and cancel those difficult homework content for K3 children in order to meet children's learning needs. The school could continue to lead teachers to share effective learning and teaching strategies to strengthen the team's professional competency so as to further enhance the effectiveness of children's learning.