

School No.: 157490

Quality Review Report (Translated Version)

**Hoh Fuk Tong Kindergarten
(Tuen Mun Church, The Church of Christ in
China, Hong Kong Council)**

G/F, Tip Mo House, Block 8, Butterfly Estate, Tuen Mun, New Territories

25, 26 November 2019 & 7 January 2020

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 25, 26 November 2019 & 7 January 2020

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 maintains close connection with the school and monitors the school's operation through regular meetings and the school reports. In addition to participating in joint-school activities, the leadership team also visits the school to understand the needs of the school and teaching team. It provides concrete suggestions in regard of the school's environment, facilities, curriculum design, etc., which are conducive to enhancing the quality of the school's education and care services. The management recognises the potential of teachers and allocates duties according to teachers' abilities and experience. Teachers are assigned to be the leaders or members of different functional groups so that they can full play to their strength. The management considers and follows up the views given by staff seriously, thereby building a good and close collaborative relationship. Teachers trust the management and develop a sense of belonging to the school. A cohesive and harmonious atmosphere is created at work. The school has set up an effective induction mechanism to arrange experienced teacher to help and guide new recruits, so that new colleagues can adapt to the working environment as soon as possible and implement the education rationale of the school. All staff members stay united and work together to promote the sustainable development of the school.
- 1.2 The school has developed a school self-evaluation mechanism to implement the evaluation work by adopting a whole-school approach. The major concern of the school in recent years is to design diversified art activities which help children unleash their creativity and be confident to express themselves. The management capitalises on external resources to provide teachers with training. Teachers nurture children's creativity and develop their active attitude of expressing themselves by using real-life contexts, designing role-play and artwork appreciation activities for children. Another major concern of this school year is nurturing children's positive values. Through organising different activities, the school enables children to learn and practise good behaviour. The annual meetings, all teachers are divided into groups to review the progress of work and draw up the major concerns for the second

school term by making reference to relevant information such as views of parents, observation records of children.

- 1.3 The school has responded to the recommendations of the previous Quality Review to place more emphasis on supporting children's diverse needs and catering for learner diversity. This has been regarded as the major concern in recent two school years. In addition to the development of a systematic identification and referral mechanism, the school actively strengthens teachers' professional capacity by setting up a support group. Group members regularly discuss and share the experience and strategies of taking care of children in need. The school also encourages teachers to pursue further studies by taking relevant courses and share what they have learnt with other teachers. The school makes good use of external support services to provide teachers and parents with workshops and counselling services on relevant topics. Teachers maintain close communication and collaboration with the support team. They devise appropriate strategies to follow up children's learning and development effectively.
- 1.4 The school keeps close communication and collaboration with parents through different channels to pool the efforts of parents effectively. Parents concur with the mission of the school and assist in conducting activities, resulting in a good foundation for home-school cooperation. The school capitalises on electronic platform, telephone, etc., to communicate with parents so that they can receive the latest information of the school in a timely manner. The school organises various seminars and parent-child activities according to the needs of parents. It also caters for the emotion of children who are promoting to primary one by arranging primary school visits for them, inviting alumni and their parents to share in the school their primary school life, etc. These measures help children get psychologically prepared before primary schooling.

2. Learning and Teaching

- 2.1 In view of children's interests and abilities, the school organises an integrated curriculum with themes. The curriculum which covers all learning areas, promote the development of children's values and attitudes as well as the acquisition of skills and knowledge. The school arranges an appropriate daily schedule for children to have adequate music, physical, art and free choice activities. The school arranges whole-class, group and individual learning activities while providing a variety of theme-based visits and experiential activities. Children are therefore provided with

diversified and real-life learning experiences. However, some K3 homework in the second school term, which have inappropriate content and design, must be deleted.

- 2.2 The assessment objectives of the school are in line with the learning content of the curriculum. The assessment items and criteria are specific. Teachers record and assess children's performance by continuous observation, including keeping regular observation records to understand children's learning progress in each area. The school develops children's learning portfolios, which include thematic assessment, children's works and descriptions of children's performance. Teachers do not only summarise children's learning and report to parents at the end of the school term, but also communicate with parents individually when necessary so as to understand children's development in different aspects in a timely manner. Teachers consolidate children's assessment information to understand the learning situation of the whole class and use it as reference for adjusting the curriculum.
- 2.3 The school has developed a curriculum coordination, monitoring and review mechanism. The management leads teachers to devise the curriculum, conduct collaborative lesson planning, design learning activities and the set-up of the interest corners. By means of conducting lesson observations, attending curriculum meetings and scrutinising teaching documents, the management monitors the curriculum implementation and provides suggestions for improvement. Some teachers' reflection reviews activity design and arrangements with reference to children's performance while proposing concrete suggestions. The management should enhance the team's reflective abilities and skills. It should continue to lead the teaching team to analyse children's performance with respect to the objectives, strategies of learning and teaching, etc., thereby informing the curriculum planning.
- 2.4 The school has been attaching importance to children's aesthetic development in recent years. Different activities are designed to help children unleash their creativity and express confidently. During storytelling, teachers provide children with opportunities to express their views and feelings. Children understand the stories and they raise suggestions to help the characters solve problems. Teachers set up scenarios in the interest corners and provide props for children's role play as fire fighters or doctors. The activities are effective in stimulating children's imagination and initiating dialogue among themselves. The school lets children learn and appreciate artworks while encouraging them to create. Under the guidance of teachers, children talk about their views on the artworks concretely. Teachers provide a wide range of art materials. Children's creation reflect their

personal feelings. The work plan has achieved the expected results. Another major concern of the school this year is to develop children's positive values. The school helps teachers design activities through participating in external support programme. K3 children serve others by welcoming children upon arrival and helping younger ones enter the classrooms. Children are enabled to learn and practise caring and supportive behaviour. As observed, children are obedient and polite. They help younger peers under the guidance of teachers. The work plan has been implemented smoothly. The school's development plan heads to a clear direction. The team may set up success criteria corresponding to the objectives, so as to assess the overall effectiveness in a focused manner.

- 2.5 Teachers are amiable and friendly. They are well-prepared for their teaching and able to use stories, teaching aids and pictures flexibly to arouse children's learning motivation and interests. Teacher-child and child-child interaction are adequate. Teachers guide children to observe and express through effective questioning. They also adjust seating or homework arrangement according to the needs of children. They handle children's emotions in a timely manner and strengthen individual counselling to cater for learner diversity.
- 2.6 The school decorates the environment thoughtfully. They utilise the space to display the artworks of famous artists and children as well as photos of children's activities, creating a favourable learning environment and developing children's a sense of belonging to the school. The school provides different type of books and children read attentively according to their preference. The school also provides rich materials. Children are committed to the activities in which they create the ways to play, showing active learning attitude. When teachers are conducting music activities, they are good at creating contexts to design music activities which stimulate children's imagination and enhance their participation. During physical activities, skill training activities is designed according to the themes. Children are also free to choose to take part in different physical activities. As observed, children demonstrate good physical abilities such as running, jumping and balancing. Yet, some teachers purposefully add learning elements such as early childhood mathematics and understanding the community in designing music and physical activities. It takes quite a lot of time for teachers to explain, affecting the overall effectiveness of music and physical activities.

3. Recommendations for Enhancing Self-improvement of School

The school team pursues progress actively and creates a harmonious and collaborative working atmosphere. It strives to promote home-school cooperation and support the diverse needs of children. The school may lead the teaching team to keep enhancing teachers' reflective abilities and plan the directions of the development plans for the next school year by summarising the achievements of the work plans in recent years. In light of the school-based needs and children's performance, the school may review its curriculum design and delete the inappropriate homework for K3 to nurture children's healthy and joyful growth with concerted effort.