

School No.: 157791

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

**Chinese Christian Worker's Fellowship Ltd.  
Choi Po Kindergarten**

**G/F, Car Park Building, Choi Po Court, Sheung Shui, New Territories**

**18, 19 & 21 April 2023**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 18, 19 & 21 April 2023**

**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 maintains close liaison with the leadership team and participates in professional exchange with an affiliated school of the organisation through joint-school activities. The school team is stable and the management excels at people management. There is a well-defined distribution of work for the teaching staff which helps build a good rapport when cooperating with one another. The management allocates work and assigns newly recruited teachers to work with experienced teachers in the same task force. This helps the new recruits adapt and integrate into the school team and fosters interaction among peers. The school has developed an explicit appraisal system to facilitate teachers' understanding of their room for improvement and direction of professional development through teachers' self-evaluation, along with assessments and interviews conducted by the management and the leadership team respectively. The school arranges training activities according to teachers' needs. Teachers are asked to share their insights gained and discuss how to put them into practice after training. Besides, video recording of lessons are arranged for peer lesson observations in order to enhance mutual sharing and communication among teachers. The teaching team has established a collaborative culture to maintain a harmonious relationship at work while being willing to apply what it has learnt from training in an effort to strive for enhancing the quality of education.

1.2 Every year, the school collects stakeholders' views on the activities launched through school-based questionnaires. Before the end of a school year, the school reviews the implementation of both the work of learning and teaching, and the major concerns through grade-level meetings. The management then consolidates and compiles school reports. The major concerns of the school in recent years are broadly the same and are considered from two perspectives, namely learning through play and catering for learner diversity. The implementation strategies have been slightly fine-tuned every year. The school undertakes its plans in aspects of parent

education, external professional support and activity design, etc. The plans have already achieved positive results.

- 1.3 The school team embraces and cares about children with different needs. In alignment with the major concern of catering for learner diversity, the school arranges training for teachers to grasp relevant knowledge and skills. Teachers identify children's needs and maintain close communication with parents and related professional bodies for follow-ups and referrals. Strategies like visual cues and individual guidance are employed in lessons to support children with various learning needs. In respect of supporting newly admitted children, the school organises orientation activities for incoming K1 entrants so that they can be accompanied by parents to play in the school and familiarise themselves with the school environment. With regard to supporting children for promoting to primary schools, the school contacts primary school principals in the vicinity and invites them to share points to note for making choices of schools, in addition to providing information to parents. The school supports children with different needs wholeheartedly, which is effective in boosting their development.
- 1.4 The school puts much effort into home-school cooperation. It keeps close contact with parents and actively recruits parent volunteers to take part in various tasks such as assisting in decorating activity venues, taking care of children during field trips and telling stories at school. To keep pace with the school-based development direction, the school organises parent education activities and holds seminars and workshops for parents to understand its curriculum, the rationale of play-based strategy, as well as the developmental needs of children and respective tactics of caring for children. Additionally, the school takes the initiative to contact kindergartens and primary schools in the vicinity with a view to tackling challenges brought by the epidemic collaboratively, including arranging vaccination and delivering learning resources to cross-border children, so that both parents and children receive appropriate support. A good foundation of mutual trust and cooperation has been built among the school, parents and community. They work together to foster children's healthy growth.

## **2. Learning and Teaching**

- 2.1 Based on children's life experiences and interest, the school makes reference to the teaching packages to devise its curriculum which covers the cultivation of values and

attitudes and the acquisition of skills and knowledge. The school emphasises moral development of children. The learning themes cover elements of loving oneself, loving others and caring for the community to encourage children to practise good behaviour. Teachers plan a variety of activities for children such as outdoor visits and festivities to help broaden their learning experiences. Children take part in paper cutting, designing Cantonese opera masks and playing Chinese shuttlecock which facilitate their understanding and appreciation of Chinese culture. Moreover, national flag raising ceremonies are held on a regular basis to enable children to learn the national flag and national anthem, hence cultivating their national identity from an early age. For daily schedule, children are required to participate in designated activities during the free choice activity sessions. This reduces their opportunities to choose corner activities according to their own preference. Children also lack the opportunities to join art and free choice activities during primary one simulation activities. Therefore, the school must revise the daily schedule in order to meet children's developmental needs.

- 2.2 The school creates learning portfolios for children to maintain their assessments, works and other information systematically and keeps a record of children's development properly. Apart from inviting parents to share their children's performance at home, teachers also assess children's learning through continuous observation. Teachers document children's performance in various learning areas clearly and give suggestions for follow-ups while maintaining communication with parents and taking further actions on children's needs in a timely manner. Teachers summarise children's development at different stages every school term such that parents are informed of their children's learning.
- 2.3 The management leads teachers to discuss the curriculum outline and teaching plans together. It keeps track of the implementation of curriculum through participating in meetings, observing lessons, scrutinising documents and so forth. After each theme, teachers conduct teaching reflections and make suggestions for improvement on activity arrangements. Building on this foundation, the management may guide teachers to analyse the teaching effectiveness based on children's performance and learning objectives, thus informing the curriculum planning and implementation to further enhance the effectiveness of learning and teaching.
- 2.4 The school is bright and clean, with teaching resources placed in good order. Teachers utilise the lobby and classrooms to exhibit children's works and encourage them to appreciate one another. To coincide with the major concern of promoting

children to learn through play, apart from setting up interest corners in the classrooms, the school also sets up a game zone in the lobby deliberately, in which varied materials like building blocks and paper bricks are available to encourage children to construct and combine the materials, thus demonstrating their creativity. The school also provides toys for children to borrow them home regularly for parent-child play, which facilitates home-school collaboration on building an atmosphere of learning through play. Furthermore, teachers uphold the rationale of learning through play for children as well when designing learning activities. As observed, in music activities, children simulate driving trains with different speed to feel the change of beats. In physical activities, teachers let children immerse themselves in a wood scene and transport food to foster their gross motor development. The simulated clinic, bus station and Mass Transit Railway station in the role-play corners reflect teachers' thoughtful designs which help children play different roles, promoting communication and interaction among children. Teachers aptly intervene in children's free choice activities. The school is advised to invite children to conduct reviews after the activities for consolidating their play experiences, thus reinforcing and extending children's learning.

2.5 Teachers speak in a tender tone and are amiable. They always commend children. Teachers and children have developed a good relationship. Teachers are well prepared for teaching that they use real objects, pictures and so forth to assist children in understanding the learning content. The activities arranged are interesting which facilitate interaction and cooperation among children. In tandem, teachers use questions to prompt children to share their life experiences and feelings.

2.6 Children are curious about the things around them. They associate their learning with daily life experiences and engage with various activities. They respond to teachers' questions actively and share their life moments with teachers. Children are particularly focused on creating artworks and their works display unique characters. Additionally, children observe rules and are courteous. They take the initiative to greet others and get along well with peers. They are willing to help tidy up after activities.

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

3.1 The school deploys and launches its development plans from multiple aspects. Yet, the management is recommended to lead all teachers to evaluate the effectiveness of

the plans against children's performance and the school-based needs, and then formulate the development plan of the next school year with regard to such results. The school may regularise the strategies of effective implementation of major concerns so that it can set out development plans that are more relevant to the school's current situation and needs on this basis.

- 3.2 The school puts effort into promoting learning through play in children. After activities, teachers are advised to arrange review sessions for children so as to help children summarise their play experiences, thus inspiring children's learning. The school has followed up on some recommendations of the previous Quality Review regarding the daily schedule, but it is still required to examine its daily schedule, including the provision of ample opportunities of free choice activities to cater for children's developmental needs.