

**School No.: 564664**

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

**Christian Family Service Centre  
Cheerland Kindergarten**

**3/F., 3 Tsui Ping Road, Kwun Tong, Kowloon**

**18, 19 & 21 March 2025**

**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 March 2025**

☒ **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 located in the complex of the organisation and keeps close contact with other service units. Teachers lead children to visit the elderly centre of the organisation to nurture children's respect for elders. Teacher professional training and large-scale activities are co-hosted by the school and the affiliated schools to pool together the resources of each school. The school organises different training activities in response to its context and teachers' needs. Teachers share what they have learnt in further studies during meetings, which is conducive to raising the teaching standards of the team. The management assigns experienced teachers as mentors for the new recruits to get familiar with the teaching schedule the soonest. In tandem, the management allocates tasks properly based on teachers' expertise and preferences so that they can coordinate various kinds of work and accumulate experiences from multiple aspects, hence exploiting their strengths. The management is conversant with the internal administration and curriculum management, and is willing to listen to the views of the staff. Team members communicate candidly and work together to promote the continuous improvement of the school.

1.2 The school adopts a whole-school approach to practise the cyclical school self-evaluation (SSE) process. It reviews the implementation of work in different domains through meetings and maps out the development directions of the coming year. In the last school year, the school put efforts into strengthening the

effectiveness of music and physical activities by employing strategies such as teacher training and revision of the curriculum content. In this school year, the school regards promoting Chinese culture as its major concern in view of the trends in kindergarten education. It designs art activities to cultivate children's interest in and appreciation of traditional art. Moreover, the school considers enhancing children's exploratory abilities as another major concern. It arranges external support programmes for "Seed" teachers and enriches the corner materials to refine the exploratory activities. On the whole, the school is able to deploy implementation plans according to the objectives. Various tasks have been carried out progressively, and the effectiveness is gradually seen.

- 1.3 The school cares about children. It has an explicit identification and referral mechanism, and utilises the resources of the organisation and the community to cooperate with multi-disciplinary professionals to provide suitable services for children with special needs and their families. Teachers also design simple learning tasks to encourage parents to complete with their children at home while following up on children's needs, fostering children's healthy growth collaboratively. The school caters for the adaptation of children at different stages. For instance, it extends the activity time of newly admitted children by phases to allow them to integrate into the new environment in a step-by-step manner. Visits and transition activities are organised for K3 children to have a basic understanding of the routines and learning mode of primary schools, getting them psychologically ready for primary one. The school regards parents as important partners. Apart from holding activities that are beneficial for parents' physical and mental well-being, the school also makes use of multiple channels to understand and respond to parents' needs. Furthermore, the school refers to the *Curriculum Framework on Parent Education (Kindergarten)* to systematically plan various types of parenting activities

and disseminate child-rearing information, helping parents grasp the developmental needs of their children as well as positive parenting skills. The parent-teacher association is effective in facilitating the communication and collaboration between home and school. It holds parent and parent-child activities in alignment with the school's development directions and unite parents' efforts. The school organises relevant training to further strengthen the support role of parent volunteers and parent participation, deepening home-school cooperation.

## **2. Learning and Teaching**

- 2.1 Upholding the school mission of “Happy Learning” and “Whole-person Development”, the school selects picture books that tie in with children's life experiences and interests to draw up the curriculum. The curriculum content covers all learning areas. The school has followed up on the recommendations of the previous Quality Review, including designing an integrated curriculum, revising the daily schedule and assessment content. It also strives to help children cultivate positive values, acquire skills and construct knowledge through diversified activities such as play and visits. Children are given sufficient time to participate in music, physical, art and free choice activities individually and in groups every day, resulting in balanced development.
- 2.2 The school has a proper assessment system where assessment items are set according to curriculum objectives and continuous observation and documentation are adopted to assess children's performance at school. Teachers create learning portfolios for children to maintain formative and summative assessments, which include thematic assessment forms and learning progress reports, to reflect children's developmental progress. The school also invites parents to observe children's living habits and attitudes at home, and share with teachers the behaviour and performance of children.

Then, they discuss support strategies to foster children's growth. The teaching team collates and analyses the assessment information to inform the planning of learning and teaching.

2.3 The school has established a curriculum management mechanism. The management leads teachers to discuss activity design in meetings. It gives guidance to them and monitors the curriculum implementation by observing classroom activities. Teachers reflect on their teaching regularly and are advised to make specific suggestions for improvement in view of children's performance. Besides, the school may organise focused peer lesson observations to foster the observation and communication among teachers, enhancing the quality of teaching.

2.4 The school regarded strengthening the effectiveness of music and physical activities as its major concerns of the last school year. The management and teachers formed core groups to review the curriculum outlines of each grade level and purchase teaching aids. They also revised the ways of preparing teaching plans and explained clearly the teaching steps for teachers to reach a consensus. During music activities, teachers introduce the musicians and their classical pieces. Children perform rhythmic movements along the rhythm of the music, appreciating the beat and developing their aesthetic sense. In addition, children sing and play musical instruments like tambourines and maracas to express their feelings. Teachers apply what they have learnt from training to utilise the venue in designing physical play with an adequate amount of exercises. They make use of pithy formulas, give clear demonstration and guidance for children to learn shooting, throwing, jumping and other movements. Children love playing slides and riding tricycles with their peers. They are full of energy.

2.5 The major concern of the school in this school year is promoting Chinese culture to cultivate children's interest in and understanding of traditional art. Ancient Chinese

paintings are displayed on the walls along the corridors to create an artistic atmosphere. Children observe the clothing features and lifestyles of the figures in the paintings, learning to appreciate works of art. Apart from guiding children to experience art techniques including paper cutting, ink painting and Cantonese opera, the school considers promoting blue and white porcelain as its priority task in this school year. In the blue and white porcelain zone of the lobby, teachers place books and real objects as reference for children when making artworks. Children choose stickers and stamps of blue and white patterns as well as felt-tip pens of different shades of blue according to their preferences and abilities to decorate paper plates and fans, unleashing their creativity.

2.6 Enhancing children's exploratory abilities is another major concern of the school in this school year. Teachers set up interest corners with exploratory elements in classrooms of each grade level. Children test the speed of toy cars sliding down a sloping platform, explore the water to flour ratio for making dough, and compare the water absorbency of materials, thereby understanding the characteristics of things around them. In addition to watering the potted plants in the classrooms, children help look after fish, turtles, etc., during which children carefully observe the living habits of animals and plants. They raise questions and find the answers, cultivating their exploratory spirit in a step-by-step manner.

2.7 The school premises are clean and bright, with proper space allocation. Every morning, children of each grade level take part in free choice activities at different venues simultaneously, such as creating artworks, engaging in constructive play, and developing gross and fine motor skills, having great fun. Teachers meticulously design the classroom interest corners and select materials in dazzling colours to make teaching aids. For example, they make a large-scale train compartment, decorate a salon with shiny purple curtains, and use sunflower pattern as the background of the

signboard of a restaurant, attracting children to participate in corner play. Teachers create theme-related scenarios as well. K1 children imagine that they are waiting for the train on a platform and holding the handrail inside the compartment, following the etiquette of taking public transport. K2 children skilfully put an apron on their peers and simulate shampooing, hair cutting and blow drying, enjoying role-playing a hairdresser. In a pizzeria, K3 children serve the customers enthusiastically and ask the preferences of the diners politely. After receiving orders, chefs put sausages and cheese on bread and heat them in an oven for their peers to savour. Teachers are good at adopting a drama-based approach in conducting thematic activities. Wearing costumes and hair accessories as well as holding props, teachers adjust their voices and tones to bring picture book characters to life. In this way, children can immerse themselves in the stories, enhancing their learning interest and motivation. Teachers take part in children's games during free choice activities and help children collate experiences afterwards, extending children's learning.

- 2.8 Children are obedient and courteous, and take the initiative to greet others. They are eager to participate in activities and love learning. Children of higher grade levels accompany and assist younger peers in carrying out corner activities, showing love and care. Children have outstanding self-care abilities as they put away items used, make the beds after naptime, and keep classrooms tidy.

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

When carrying out the major concerns, the management is required to lead teachers to review and adjust the time of implementing various strategies so as to further refine planning and enhance the work effectiveness. The teaching team strives to promote learning through play for children and reflects on their teaching regularly. They are advised to make specific suggestions for improvement in view of children's performance, thereby strengthening the quality of teaching.