

School No.: 610291

Quality Review Report (Translated Version)

**Christian Family Service Centre
Yeoh Choy Wai Haan Memorial Kindergarten**

**G/F., Between Him Tat House & Ching Tat House, On Tat Estate,
Kwun Tong, Kowloon**

24, 25 & 27 May 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2021)

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Dates of Quality Review: 24, 25 & 27 May 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 school has been established for two years. Under the leadership and support of the sponsoring body and management, the school has laid a foundation in the areas of administrative management, curriculum development, caring and support for children, etc. The management cooperates closely to provide guidance for teachers in respect of administration and teaching. It also arranges induction activities to help new teachers understand the school's education mission and curriculum design. A harmonious atmosphere of mutual support is created at the workplace, which is conducive to enhancing the team's sense of belonging to the school. The school has set up a proper file management system and put in place clear document records. The teaching team can refer to relevant information to draw up their teaching plans and produce teaching aids, which is beneficial for the succession of teaching experiences and knowledge. The management is willing to listen to and accept the views of staff. The teaching team collaborates in harmony and communicates truthfully, striving to promote the school's continuous development.
- 1.2 The management leads teachers to examine the school context and needs of children through school self-evaluation (SSE), and formulate the development direction for the next stage. In the last two years, the school has set the enhancement of children's expression abilities and confidence as the major concern. It encourages teachers to observe and share experiences among themselves through training, curriculum meetings and lesson observation, thereby understanding the principles and practices of planning project activities. Another major concern set up by the school is cultivating in children good moral characters and positive values. In connection with the implementation of the school-based curriculum, the school places emphasis on strengthening parent education. The school and parents collaborate to nurture children's healthy growth, which is conducive to achieving relevant objectives. The school devises appropriate major concerns and implementation strategies according to the school-based needs. It pulls together the

efforts of teachers and parents to implement the work plans in a step-by-step manner, and the effectiveness is seen gradually.

- 1.3 The school accepts and caters for children's diverse needs to create an inclusive atmosphere on the campus. The school has put in place an effective mechanism to identify and refer children with special needs. It is able to fully utilise the resources from the sponsoring body and external organisations to provide appropriate support and plan follow-up measures for children. Besides, the school arranges training activities to enhance teachers' abilities in catering for non-Chinese speaking children. Teachers observe and understand the needs of newly admitted children carefully and arrange suitable adaptation activities to help them integrate into school life. Moreover, the school provides parents with relevant information on curriculum arrangements and children's development to help parents set reasonable expectations on children. The school and parents work together to help children get used to school life and get well-prepared for the new school year. The school maintains close liaison with parents by means of diversified channels for parents to fully understand their children's learning. It also forms a group of parent volunteers to help the school collect views and organise different kinds of parent-child activities, so as to promote home-school communication and collaboration. Parents have built trust in teachers and developed a sense of belonging to the school. They have become partners in facilitating school development.

2. Learning and Teaching

- 2.1 The school refers to the mission of the sponsoring body and the principles of the *Kindergarten Education Curriculum Guide* to devise the school-based curriculum. Teachers adopt real-life themes to design curriculum using an integrated approach, covering all learning areas. The curriculum is comprehensive and balanced which can facilitate the cultivation of children's values and attitudes, as well as the learning of knowledge and skills. Children have adequate time to engage in music, physical, art and free choice activities every day. The activities are arranged smoothly and scheduled properly. Also, teachers lead children to review their learning experiences, share their artwork or plan the activities of the next day, which help consolidate and extend children's learning.
- 2.2 The school regards the enhancement of children's expression abilities and confidence as the major concern. The management draws up clear guidelines with respect to

the implementation of project activities and roles of teachers as reference for teachers to design the curriculum. Teachers design diversified exploratory activities based on themes and arrange children to go outdoors for visits and first-hand experiences, hence children can construct knowledge through exploration and gain rich learning experiences. Teachers invite parents to collect information about the theme of project activities with their children. Not only is the parent-child interaction enhanced, but it also deepens children's understanding of the theme. During group activities, teachers encourage children to share their life experiences and opinions. Children speak up eagerly and express their thoughts with confidence. The school regards children's moral development as another major concern. It further adjusts curriculum design in this school year to nurture children's positive values and attitudes by means of drama, storytelling, nursery rhymes, etc. In the meantime, the school encourages children to practise good conducts at home and invites parents to observe and record children's behaviour and performance at home, thereby affirming and reinforcing children's good behaviour. The school implements the work plan systematically. Parents actively cooperate with the school, which can facilitate children's moral development.

- 2.3 The school has developed a mechanism on curriculum coordination, monitoring and review. The management leads teachers to review the curriculum outline in a timely manner and delete the part of content which is redundant so as to enhance the interface of curriculum across the grade levels. The school appoints certain teachers as grade level coordinators this school year and empowers them to lead teachers to review the content of each learning area, and follow up the curriculum progress of each grade level. Such practice can enhance the effectiveness of curriculum management. The management reviews curriculum implementation through meetings, lesson observation, teaching documents, etc. The school also arranges peer lesson observation for teachers to observe and learn from each other. Teachers often conduct teaching reflection. Apart from reviewing the teaching process and children's performance, teachers may review their activity design and teaching skills in a focused way according to the teaching objectives, so as to raise concrete and feasible suggestions for improvement, and follow up accordingly. Yet, teachers still have to revise some of the homework design. They should reduce the restrictions of line drawing exercises in K1 and stop requesting children to hold a pen to write. Teachers must also cancel some homework that are too difficult for K3 children. To meet children's abilities and learning needs, teachers should review

the daily schedule and homework arrangements of the kindergarten-primary transition activities. Teachers should avoid teaching content of primary school subjects in advance, as this will affect children's learning interest and effectiveness.

- 2.4 In addition, the school refines the mechanism of assessment of child learning experiences in a timely manner. The assessment items are in line with the teaching objectives and cover all learning areas. The school develops learning portfolios for children to keep children's thematic assessment and observation record, and distributes the portfolios to parents in a timely manner for them to understand their children's learning and development, with an aim to following up at home. In response to parents' opinions, the school revised the assessment criteria last year so as to assess children's progress more accurately. Parents therefore can fully understand their children's performance and abilities. Moreover, the consistency of assessment is enhanced. Teachers refer to the assessment information as well to adjust the curriculum. The school may further collate and analyse the assessment information of each grade level, with a view to understanding the overall learning and teaching effectiveness more accurately and objectively, and enhancing the effectiveness of assessment for teaching.
- 2.5 The school premises are spacious. The lighting is bright and the colour tone is soft. There are treehouse, rope course, slide and a variety of physical equipment in the lobby, providing suitable environment and facilities for conducting physical activities. Teachers make effective use of the venue and set-up to arrange diversified physical activities for children, such as skill training and group games, which are conducive to children's gross motor development, enabling them to enjoy the fun of physical activities. Teachers display children's work and photos around the school premises and different corners of the classroom for children to appreciate each other, thereby boosting their self-confidence.
- 2.6 Teachers set up theme-based interest corners in the classrooms and provide rich materials therein. Children are engaged in corner play. They construct knowledge through manipulation, first-hand experiences and interaction, which also help promote their language and social development. Theme-related books are placed in the reading corner along with bookcases, cushions, hand puppets, etc. Teachers may further encourage children to read in the reading corner during free choice sessions so as to nurture children's reading interest and build a reading culture on the campus. During free choice activities, teachers observe children's performance and guide them to finish homework and provide support when necessary. Teachers

should participate more often in children's play and inspire them to think during the process. Besides, as children are getting more used to the mode of free choice activities at the current stage, teachers should pay attention to their progress and encourage them in a timely manner to select activities freely. Teachers can let children plan their time to join different activities on their own, so as to nurture their self-directed learning attitude and enable them to enjoy the fun of free choice activities with peers.

- 2.7 Teachers are dedicated to teaching. They are well-prepared and make good use of real objects, pictures, stories, etc., to illustrate the teaching content in a lively and interesting way, in a bid to enhance children's understanding of the learning content. Teachers are caring and speak in soft voices, and cater for the needs of different children. Children enjoy going to school and concentrate on different activities. Children get along with peers. They help and pray for each other, engaging in play together. Children are able to change shoes, put away physical items, sort out and put back teaching aids, etc., showing good self-care abilities. Children also have developed good hygiene practices as they will follow correct steps to wash their hands.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has put in place an SSE mechanism to integrate the SSE rationale into its daily work. To enhance the effectiveness of the development plan, the management is suggested to lead teachers to deploy targeted strategies from different perspectives such as teacher training, curriculum structure and parent education. The management should also fully utilise relevant evidence and success criteria to review the effectiveness of the plan in a focused manner, thereby informing the work plan of the next stage.
- 3.2 The school is required to improve the effectiveness of curriculum review in a continuous manner. It should make good use of children's assessment information and take children's performance as evidence. Meanwhile, the school has to review the homework design to rectify inappropriate content so as to meet children's interests, abilities and needs. Besides, the school should delete the learning content that does not meet children's development in the kindergarten-primary transition activities, and provide adequate music, physical, art and free choice activity time, with a view to promoting children's balanced development.