

School No.: 325244

Quality Review Report (Translated Version)

Christian Little Angel Kindergarten Richland Gardens

**Unit 2C, G/F, Blocks 21-22, Richland Gardens, 80 Wang Kwong Road,
Kowloon Bay, Kowloon**

15, 16 & 18 May 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: 15, 16 & 18 May 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 Through regular meetings and school visits, the leadership team of the school understands the school's daily operations and needs, and supports its development. The school has a clear organisational structure and delineation of authority and responsibility. The management has been serving the school for years and knows the school's operations and context well, establishing a rapport with each other at work to plan the development of the school collaboratively. The management empowers experienced teachers to take charge of curriculum leadership with appropriate guidance and strives to nurture middle management staff. The management is willing to listen to and consider teachers' views with an open mind, and then supports teachers aptly, which creates a harmonious working atmosphere. Members of the team work together to promote the sustainable development of the school with concerted effort.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to develop an explicit mechanism for identifying children with special needs at an early stage. Referral services are also provided according to children's needs so that children can be taken care of as early as possible. The school utilises external resources to offer children suitable support services. The school recognises the rationale of school self-evaluation. The management leads the teaching team to jointly review the work effectiveness, and then set forth the development foci of the school. In light of the development trends of kindergarten education and the school-based needs, the school has regarded teaching through play and cultivation of character as the major concerns of this school year. It formulates task strategies from multiple aspects including teacher training, activity design and home-school cooperation. Such deployment is proper and favourable to the implementation of the plans. Therefore, the positive results have been seen.
- 1.3 The school emphasises home-school communication and maintains close contact with parents through various channels such as daily liaison, phone conversations and

meeting with parents. The school also distributes questionnaires periodically in order to know about parents' needs. Having been established for years, the parent-teacher association is able to serve as a bridge of communication and collaboration between parents and the school. It collects parents' views and reflects their suggestions to the school in regular meetings while assisting the school in organising activities that require home-school cooperation such as parent-child outings, festivities and so forth. In tandem, the school optimises parent resources and invites parents to be volunteers to help the school implement activities, and keep them informed of their children's learning. Parents recognise and support the school's education rationale. They work together with the school to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 The school designs an integrated curriculum by making reference to the *Kindergarten Education Curriculum Guide* and the teaching packages. The chosen themes are relevant to children's life experiences. The curriculum is comprehensive which covers all learning areas while taking into account the development of children in the domains of ethics, intellect, physique, social skills and aesthetics. The school arranges learning modes of whole-class, group and individual, and devises diversified learning activities, with a view to enabling children to have sufficient opportunities to take part in music, physical, art and free choice activities daily, thus facilitating their balanced development. By organising festival activities like playing lanterns and performing lion dances, the school lets children experience the custom of traditional Chinese festivals, thereby enhancing their knowledge of Chinese culture.
- 2.2 The school has a policy on the assessment of child learning experiences and creates learning portfolios for children. Assessment information, observation records and work of children are kept in the portfolios. The information is comprehensive, serving as evidence of children's performance and growth in different learning areas. Meanwhile, the school invites parents to observe and record children's performance at home, understanding their physical and psychological development from a variety of perspectives. Teachers communicate and meet with parents in a timely manner in order to make concrete suggestions that help parents follow up on their children's situation, thereby facilitating children's development. Members of the teaching

team map out the child assessment criteria together, which is conducive to the objective evaluation of children's learning performance and development. The school is required to collate and analyse the assessment information of children to form the basis for informing curriculum planning and revising the curriculum at an opportune time.

- 2.3 The school has established a mechanism of curriculum coordination, monitoring and review. At the end of every school year, the teaching team holds curriculum review meetings so as to refine the curriculum outline of the coming school year. Teachers discuss issues such as teaching objectives, teaching content, set-up of interest corners and teaching aid design in the collaborative lesson planning, and then prepare specific and clear lesson plans which are beneficial for teachers to implement learning activities. The management keeps abreast of the curriculum implementation by attending meetings, scrutinising teaching documents and conducting lesson walkthroughs. Teachers reflect on teaching in accordance with children's performance. Teachers are advised to explore targeted suggestions for further teaching enhancement, hence strengthening the effectiveness of learning and teaching.
- 2.4 The school attaches importance to nurturing children's moral characters. It has proactively promoted moral education in recent years and made the most of the Promotion of Reading Grant to purchase relevant books. Children learn virtues and positive attitudes from sharing moral stories. The school organises award schemes as well to observe children's good behaviour with parents, therefore supporting children to develop and practise good living habits. As observed, teachers are amiable and always praise children for their satisfactory conduct. Teachers also use words and body movements to show encouragement. Children take the initiative to talk with others and are able to cheer their peers up with positive words. They show love and care for one another as they help fallen peers and comfort them. Children express their thanks right away when someone commends them. The results of the plan have been seen.
- 2.5 The school has been striving to promote learning through play in recent years, and the major concern of this school year is to strengthen the teaching effectiveness of using play as a strategy. The school arranges relevant professional training activities for teachers and motivates them to practise what they have learnt. Teachers design various activities including buying and selling games, board games to enhance children's learning interest through play, etc. Teachers put paper boxes,

plastic bottles and ropes in the constructive corner where children can manipulate these materials during free choice activities. Children are given a wide range of physical equipment to play with during physical activities. It is observed that K3 children make toy guns out of toilet paper tubes whereas K2 children draw on the cardboard; K1 children even apply their acquired knowledge from thematic activities to construct footbridges with large building blocks. Teachers are required to play their part in games by timely intervening and guiding children to have further reflection and exploration after observing children's performance, and sum up the learning experience with children at the end of activities to extend learning.

2.6 The school environment is spacious. Teachers make good use of the school premises to let children carry out activities. Meanwhile, teachers put potted plants along the corridor outside the classrooms to exploit the place, such that children are more exposed to plants. Teachers design diversified interest corners based on themes, which can help children consolidate their learning. Teachers build an imaginative corner meticulously and invite children to decorate it. Children create artwork of insects, crops, etc., that is used for role-playing with peers. Teachers place theme-matching books at the reading corner where children sit back on chairs and read. Teachers may furnish the exploratory corner with suitable materials in a bid to arouse children's interest in further exploration.

2.7 Teachers cater for learner diversity and support children with different learning needs via strategies including visual cues and individual guidance. Teachers use pictures and toys as supplementary teaching aids to get children motivated to learn. They communicate effectively which facilitates children to take part in activities as instructed. Teachers are recommended to use open-ended questions to guide children to think whilst encouraging them to express their own ideas. Teachers create varied music games that allow children to unleash their imagination. Children feel the beat, sing and perform rhythmic movements along with the music. They are also able to play instruments to accompany music. During physical activities, children play on slides and ride tricycles to demonstrate good body coordination. Free choice activities are incorporated into some of the physical activity sessions. The school is required to make proper arrangements to ensure children have adequate amount of exercise. Teachers may also design physical activities with different levels of complexity to expedite children's gross motor development. Children enjoy participating in art activities. Teachers are recommended to gradually reduce the restrictions in art activities, in order that

children can create freely and generate more creative ideas. Children are obedient and courteous. They love listening to stories. They are able to put on and take off their shoes by themselves. They also tidy up toys and items proactively after activities, showing good self-care abilities. Children often play with peers and get along well with others, displaying outstanding social and affective development.

3. Recommendations for Enhancing Self-improvement of School

The school devises the major concerns that are in line with the trends of curriculum development. It is required to formulate clear task objectives and appropriate success criteria to help the team evaluate work performance in an effective manner and promote the school's continuous growth. The management may steer the teaching team to explore the role of teachers during play together, encourage them to sum up learning experiences gained with children after activities based on teachers' observation, thus extending children's learning. The management may continue to conduct peer lesson observation for professional exchange so that teachers' teaching skills can be improved. The management is also advised to utilise children's assessment information to inform and revise curriculum planning aptly, thereby facilitating the effectiveness of learning and teaching.