

School No.: 522678

Quality Review Report (Translated Version)

Christian Little Angel Kindergarten (Kam Fung Court)

G/F., Kam Wai House, Kam Fung Court, Ma On Shan, New Territories)

16, 17 & 21 June 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 16, 17 & 21 June 2022

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 close ties with other affiliated schools of the same sponsoring body. They cooperate in administration, staff training and resource utilisation, together with sharing information and good experiences of the kindergarten sector. In recent years, the management has extended the involvement of teachers in curriculum development and actively enhanced the team's capacity in curriculum coordination and evaluation, which has helped elevate the overall effectiveness of learning and teaching. The management adopts an open attitude in communicating with teachers and encourages them to take the initiative to share and collaborate to create a harmonious working atmosphere. The school attaches importance to the professional growth of the team and arranges appropriate training based on the needs of the school and teachers, motivating them to advance with the times. The teaching team works together to support each other and drives the school forward continuously.
- 1.2 The school follows up on the recommendations of the previous Quality Review by engaging teachers in reviewing different areas of work, formulating annual major concerns collaboratively and implementing them with strategies at various levels. This school year, the school sets enhancing teachers' skills in designing and leading free exploration activities, and increasing children's interest in reading as major concerns. These are being taken forward in the right direction through external support, teacher training, environment creation and home-school cooperation, and accord with the development of the school and the needs of the children.
- 1.3 The school is committed to fostering a caring and inclusive campus ambience that caters for the diverse needs of children. It has a mechanism to identify and support children with special needs so that they can receive relevant assistance at an early stage. Teachers also actively communicate with the professionals to help children engage in activities. The school takes good care of the newly admitted children and those promoting to primary one, understands their emotional needs, and adopts appropriate strategies to help their smooth transition to the new learning stage. For

example, the school arranges for newly admitted children to attend school in phases with extended duration so that they can gradually adapt to school life. Teachers also use learning themes to introduce the K3 children to primary school life and work with social workers to organise primary one adaptation activities. In addition, the school attaches importance to communication with parents, using different channels to maintain contact with them. It also makes good use of parental resources by incorporating the parents in helping with the school's activities, which facilitates home-school cooperation. The parents share the school's vision and work with the school to nurture the healthy development of the children.

2. Learning and Teaching

- 2.1 The curriculum is designed with reference to the teaching packages and the *Kindergarten Education Curriculum Guide*, and is based on themes for integrated curriculum planning. The content of physical and musical activities is designed to match the themes, prominently demonstrating the integrated effect, deepening the children's impression of the themes, and enhancing their learning effectiveness. The curriculum covers all the learning areas, taking into account the development of children's attitudes, skills and knowledge. The school arranges sufficient time for music, physical, art and free choice activities in daily schedule, fostering the balanced development of children. However, the amount of copying tasks in the K2 and K3 assignments is excessive, and the content is not in line with the learning themes. Some of the K3 assignments are relatively difficult. The school needs to review the design of the assignments and remove inappropriate content to meet the developmental needs of the children.
- 2.2 The school has a proper curriculum management mechanism. The management leads teachers in regular grade-level meetings to discuss and develop curriculum content. Implementation of the curriculum is monitored through participation in meetings, lesson observations and review of documents. The management values teaching reflections, which they regularly review and provide feedback on teachers' reflections on various learning activities. In general, the reflections are specific. Apart from describing children's learning, teachers can generally review the effectiveness of teaching in relation to the learning objectives, identify inadequacies in lesson arrangements or designs, and make specific suggestions. In all grade levels, teachers review the curriculum content after finishing each theme-based learning which serves as a reference for future curriculum revision.

- 2.3 In this school year, the school sets cultivating children's interest in reading as its major concern. It arranges one session per week in the schedule for reading activity in which teachers or children share their views on books. The teachers improve the setup of the reading corners in classrooms. Besides adding relevant books in line with the learning themes for children to access, they also provide items such as dolls, desks and stationery for extending reading activities to enhance the children's enjoyment of reading. The school arranges parent-child reading programme, posts parent-child reading records and sharings so as to encourage children to read. However, it was observed that only a few children visited the reading corners. The school needs to come up with more ways to captivate children's engagement in reading, such as introducing books in different learning activities or interest corners to facilitate the effectiveness of the programme.
- 2.4 The school values the cultivation of children's creativity and exploratory spirit. Another key focus of this school year is to enhance teachers' skills in designing and leading free exploratory activities. Through the design of the interest corners in free choice activities, children are encouraged to learn through play and to strengthen their creativity and active learning attitude. The teachers create an environment by making good use of the classroom space and walls to set up different interest corners. They provide ample and diversified materials for children's activities. The teachers let the children bring different eco-friendly materials to school and allow them to use the tools between different interest corners to extend their exploration. The materials in the art corners are plentiful, encouraging children to create freely. The music corners have simple instruments for children to play. The imaginative play corners are decorated to suit the children's life experience, with toys and models related to the learning themes to help them engage in role-playing games. The activities of the exploratory corners are related to children's lives, such as colour mixing and plant growth observation, to attract children to learn through actively exploring. As observed, the children were engaged in the free choice sessions. They were able to design different games with different materials and learn happily with their peers. The effectiveness of this programme is seen gradually. The teachers are advised to participate more in children's games and encourage the children to reflect so as to consolidate their learning experience.
- 2.5 The school follows up on the recommendations of the previous Quality Review by integrating former child performance assessment tools and establishing a new mechanism for assessment of child learning experiences. It also uses the child

assessment data to inform the curriculum, by reviewing and adjusting curriculum content through data analysis. The school develops learning portfolios for children to keep records of learning theme assessments, works and observation logs so as to provide parents with an overview of their children's learning and development. However, the level descriptions of the children's assessment records are relatively general and the school has not explained the assessment criteria to parents. At present, the school has a "Child Self-Assessment Form" and a "Parent Assessment Form". Some assessment items are vague and abstract, making it difficult for both children and parents to assess. The school should review the effectiveness of different assessment tools and explain the assessment criteria clearly to parents to help them understand the development of their children more accurately.

2.6 The teachers accept children's diverse needs. They are loving and patient with children. They encourage children to share. The teachers use different teaching aids such as pictures, models and puppets in the classroom to motivate children to learn. However, it was observed that teachers should strengthen their skills in catering for children's learning needs and pay attention to task division among teachers in the classrooms to enhance collaboration. In order to carry out the learning activities more smoothly, the teachers should also give clear instructions to children so that they can fully understand the requirements of the activities.

2.7 The children are lively and polite, greeting and talking to others. They engage in learning and respond actively to teachers' questions. In their role as group leaders, children make an effort to complete the tasks assigned by teachers with a sense of responsibility. The children know how to manage their personal belongings properly, pack their school bags, take off and put on their own shoes when entering and leaving some of the interest corners. They tidy up the teaching aids and toys after activities, put them back to their proper places and keep the classroom clean. They pay attention to personal hygiene and have an awareness of epidemic prevention. All these demonstrate good self-care abilities and hygienic habits of the children.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school has established a school self-evaluation (SSE) mechanism and the teaching team is gradually improving their abilities on reflection. On this basis, the school is encouraged to further develop appropriate success criteria in terms of children's performance and learning efficacy when formulating major concerns.

This is to enhance the effectiveness of SSE. In recent years, the school has made use of external resources to organise parent education activities, but the needs of parents have not been fully considered. The school is suggested to plan and implement parent education in a more diversified manner, such as making use of channels like electronic platforms to enhance communication, so that parents can receive relevant parenting information and enhance their competence in parenting.

- 3.2 The management is advised to strengthen its leadership in curriculum coordination by leading teachers to review the homework, remove the content which is too difficult and design the homework to meet the developmental needs of children. They are also suggested to lead teachers to scrutinise the child assessment mechanism and develop appropriate assessment tools for children's learning to help parents keep track of their children's development. The management can improve the teaching skills of teachers through various ways, such as training and lesson observation, to facilitate professional growth and enhance the effectiveness of learning and teaching.