

School No.: 565806

Quality Review Report (Translated Version)

**Christian & Missionary Alliance Plover Cove
Nursery School**

**Level 1, Shop 106, Plover Cove Garden, 3 Plover Cove Road, Tai Po,
New Territories**

5, 6 & 11 October 2021

**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: 5, 6 & 11 October 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 Under the steering of the leadership team, the school discusses the administrative affairs and the new development in the sector through meetings with other affiliated kindergartens, which help the management carry out managerial duties and propel the school to keep abreast of the times according to the clear directions of the sponsoring body. The authorities and responsibilities of the management are well-defined, and the members work closely with one another. The management understands the capabilities and experiences of the teaching staff, and allocates the duties of staff properly to facilitate staff members to perform by giving full play to their strengths in respective positions. The management and teaching staff are happy to exchange views, demonstrating team spirit to promote the school's self-improvement with concerted efforts. The school equips teachers proactively as it is able to plan training for the team to keep abreast of the latest curriculum development as well as arrange teachers to participate in seminars and workshops which suit the needs of their personal professional development. The school has put in place a well-developed induction mechanism for newly recruited teachers. It not only makes good use of the training provided by the sponsoring body to enable teachers to understand the mission of the sponsoring body and the ways of preparing children's learning portfolios, but also arranges experienced teachers to help new teachers familiarise with the routines at work. Such arrangements can help new teachers integrate into the team and grasp the teaching requirements of the school as soon as possible.

1.2 The school has taken follow-up actions regarding the recommendations of the previous Quality Review to enhance the mechanism of assessing child learning experiences and lead teachers to improve the curriculum through analysing the assessment information. The school infuses the cyclical school self-evaluation process of planning, implementation and evaluation into its daily tasks. The management leads teachers to reflect on the school's work effectiveness by analysing

children's performance and the information collected from stakeholder surveys. Based on the result of the analysis, the management devises specific school development goals and deploys concrete and feasible implementation strategies. In the last school year, the school's major concerns were enhancing children's interest in exploratory activities and stimulating children's creativity, as well as promoting their interaction through play. The school implements the major concerns by carrying out various tasks from the aspects of teacher training, parent education, refining teaching activities, etc. It also reviews and revises the strategies in a timely manner so that the plans can achieve the expected effectiveness. After the resumption of class in this school year, it is observed that the children's reading interests can be enhanced and their physical development can be further boosted. Therefore, the school sets the above issues as the major concerns. While the goals of the plan can address the needs of children in a focused manner, the work strategies are also deployed properly. The two aforementioned development plans are still at their initial stage and the effectiveness is yet to be observed.

- 1.3 The school has effectively created a caring and inclusive culture on campus in accepting children with diverse needs. There is a clear and systematic identification and referral mechanism for children in need to receive appropriate support as early as possible. The school helps newly admitted children start school life joyfully by arranging activities such as curriculum briefing, adaptation week and allowing parents to stay with their children in class. The school keeps close liaison with parents through electronic communication platform, face-to-face meetings, circulars, etc., so that they can understand children's learning situation and the arrangement of school activities. The school capitalises on parents resources. For example, parents are invited to be volunteers to share their expertise and professions at school. The school also co-organises parent-child and parent education activities with parent-teacher association to cater for the needs of parents, which is conducive to promoting home-school cooperation. The school takes parents as partners. It exchanges views from time to time with parents in regard to the school curriculum and parenting, etc. The school works together with parents in nurturing children to grow up in a healthy and happy manner.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and

the curriculum outline of the sponsoring body, and takes into account children's abilities to design a comprehensive school-based curriculum. Teachers adopt real-life themes to connect different learning areas through an integrated approach and organise the content in a graded sequence, so as to cultivate children's positive attitudes and help them develop skills and construct knowledge. The school designs a daily schedule that provides children with alternated active and quiet activities as well as adequate time allocation for music, physical activities on a daily basis, so that children can have balanced learning experiences. The school attaches importance to the moral development of children. Thus, it infuses relevant elements into different activities. Teachers lead children to pray for sick peers and victims affected by typhoon, discuss ways of looking after small animals during thematic activity sessions, and share moral stories together during storytelling sessions to encourage children to pay attention to their surroundings and help those in need. The school upholds the principle of enabling children to learn through first-hand experience. It organises theme-based visits and encourages parents to bring their children to observe in the community, with the aim of helping children gain different life experience, so as to facilitate them in understanding the learning content.

2.2 The school's mechanism of assessing child learning experiences is clear. Teachers assess children's thematic learning using continuous observation. They document in a concrete manner and make objective analysis of children's performance in different activities, so as to understand their development progress in each area. The school summarises children's learning performance in each school term, so as to grasp their development at each stage. The school develops learning portfolios for children to keep a record of their assessment information and work. The portfolios are shared with parents in a good time to report their children's characteristics and areas that are yet to be developed. Parents are also given appropriate suggestions to help them nurture their children. The school analyses children's assessment information and summarises their learning situation as reference for improving the curriculum planning and deploying strategies to support children's learning.

2.3 The school has developed a sound curriculum management mechanism. Through attending meetings, the management and experienced teachers discuss with the affiliated kindergartens on revising the curriculum content provided by the sponsoring body. They adjust the curriculum and assessment content according to the school-based needs of children. The management attends the school-based curriculum meetings, scrutinises teaching plans, discusses the design of teaching

activities with teachers and conducts classroom walkthrough regularly, so as to grasp the implementation of teaching and give teachers suggestions to help them improve their teaching skills and classroom management strategies. In regard to teaching reflection, the teaching team reflects on their teaching based on children's performance. Teachers integrate and analyse the reflection details to inform the curriculum design and plan teacher training. They actively participate in training to enhance their professional competence and share their knowledge in the meetings, which can broaden their horizons in kindergarten education. Building on this solid foundation, the school may arrange peer lesson observation for teachers to interact amongst themselves, so as to further enhance their teaching skills.

2.4 The school set enhancing children's interest in exploration as the major concern last school year. It arranged training for teachers to improve their skills of leading relevant activities, such as making good use of questioning and placing more emphasis on guiding children to learn through senses. From observation, teachers are able to design interesting theme-based exploratory activities for children to construct knowledge and nurture their attitude to take bold attempts through first-hand experience such as observing, touching and testing. Teachers flexibly extend the thematic activities which are of children's interest to the interest corners, so as to provide them with more opportunities in exploring at their own pace during free choice sessions. Teachers inspire children to think by asking questions. They accept children's thoughts with open attitude, which helps children develop problem-solving skills and cultivate their creativity. Children have different discoveries when they are making the models of playground facilities. They understand the ways to balance a swing or explore the relationship between the slope of a slide and the sliding speed. Besides, when children are making palm paintings, they discover the relationship between the strength of pressing their palms and the intensity of colour. Children are very engaged in the activities and excited about their new discoveries.

2.5 Another major concern of the school in the last school year was to enhance children's creativity and peer interaction through play. The school has created a corner for construction in each classroom and has placed blocks and domestic recyclable materials therein for children to manipulate freely. Children are engaged to creating things such as bridges and cars. Meanwhile, they use their imagination to turn the empty boxes and bottles into props and engage in cooking games with peers. Teachers provide children with diversified materials and simplify rules and

regulations when playing games, so that children can mix different materials in the interest corners flexibly in their play and creation. Teachers also empower children to freely select ways of play and their playmates, facilitating children's display of creativity and strengthening the interaction amongst children. Teachers observe children's performance. They participate and intervene in children's play when necessary in a timely manner. Teachers also guide children to share their play experience. This not only can help children review and summarise what they have learnt, but can also enhance their verbal expression abilities.

- 2.6 The school makes optimal use of walls to display children's work. Children introduce their creative ideas to peers when they are lining up and engaging in free choice activities, showing appreciation to one another. Teachers decorate the interest corners in the classroom according to children's interests and abilities. For example, teachers arrange simple tasks or games such as folding handkerchieves and pretending to have hotpot using chopsticks, with a view to helping children develop their self-care abilities. Children are also provided with different exploratory activities such as observing the process of a caterpillar growing into a butterfly and ink spreading on papers, which can help children understand the phenomena and principles in nature and living.
- 2.7 Teachers understand each other well when teaching together. They support and cooperate with each other in leading activities, demonstrating the effectiveness of collaborative teaching. They use clear instructions and visual cues to help children build up activity routines, and guide children to participate in activities, switch to another activity and tidy up materials in an orderly manner. Teachers let children experience the fun of music activities through rhythmic movements, singing and interactive games. They also use graphics to help children understand the beats and follow the light melodies to play the percussion instruments. During physical activities, teachers make clear demonstration and follow up on children's learning in a timely manner, helping children master the skills systematically. Apart from making effective use of the venues for children to participate in skills training, teachers also divide children into groups for engaging in other free choice physical games, so as to shorten the queueing time. Teachers understand children's learning needs and provide individual care, homework adjustment and peer support in order to cater for children's diverse needs.
- 2.8 Children are strongly interested in learning. They are eager to participate in activities and they listen to teachers' instructions attentively. Children have good

social development and take initiative to invite peers to play. K3 children complete simple tasks in group activities through discussion and collaboration. Children get along well with teachers; they often invite teachers to participate in play, and share their experiences and discoveries proactively.

3. Recommendations for Enhancing Self-improvement of School

The teaching team of the school is stable. The curriculum development is mature. The school makes good use of the rationale of school self-evaluation to improve the learning and teaching continuously. Building on this solid foundation, the school may further implement peer lesson observation in order to facilitate the professional sharing amongst teachers for enhancing the quality of teaching in an ongoing manner.