

School No.: 158577

Quality Review Report (Translated Version)

**Christian & Missionary Alliance Church
Tai Wo Kindergarten**

G/F, Sun Wo House, Tai Wo Estate, Tai Po, New Territories

19, 20, 21 & 25 July 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: 19, 20, 21 & 25 July 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 leadership team is open and willing to communicate with the school team to understand their views on the school and their needs of professional growth. It cares for and supports the development of the school. The school has a comprehensive set of guidelines to help the team perform their duties. It also supports new teachers through arranging mentors to them so that they have proper guidance and can adapt to the working environment as soon as possible. The management is familiar with the operation of the school and coordinates with each other to provide timely support to the teaching team in various aspects. The daily operation of the school is smooth. The school organises training activities to equip teachers with knowledge and skills in areas of learning and teaching, child support, etc. Teachers are also encouraged to share, exchange and apply what they have learnt. Through various activities, the school encourages staff to care for each other so as to strengthen their cohesion and create a caring atmosphere in the school. The working atmosphere is pleasant and the team works together to drive the school forward in a continuous manner.
- 1.2 The school followed up on the recommendations of the pervious Quality Review to improve the arrangements of music and physical activities as well as the use of venues. The team has a clear understanding of the school self-evaluation (SSE) mechanism, and works together in a whole-school approach to review the work of various areas and the implementation of the major concerns. The team takes follow-up actions when necessary, and formulates the development plans for the coming year with reference to the current situation of the school. In recent school years, the school has set its major concerns as increasing the opportunities for children to have free exploration in play and promoting reading. In this school year, the school focuses on children's emotional expression ability and social skills, as well as the cultivation of positive values and attitudes. The school is progressively rolling out the development plan through teacher training, parent education, and teaching activities, etc.

1.3 The school cares for children's diverse needs. It works closely with external organisations to plan and provide appropriate support services. It also arranges teacher training and parent education programmes, thus making good use of resources to support children's growth. The school maintains close communication with parents through a variety of channels. Through the parent-teacher association, which has been established for many years, the school collects parents' views on school activities, discusses the content of parent education activities, plans parent-child activities, and strategically connects alumni and parent volunteers to help promote activities both inside and outside the school. Parents agree with the school's mission, trust and support the school. The school works with parents to nurture the growth of children.

2. Learning and Teaching

2.1 With reference to the teaching packages, the school designs an integrated curriculum using themes according to children's life experiences and interests. It also encourages children to actively explore the surroundings so as to construct their learning from it. The school arranges festive, experiential activities and visits to broaden the learning experiences of children. It offers a comprehensive curriculum that takes into account the development of children's values and attitudes, as well as the acquisition of knowledge and skills. The school is committed to promoting reading, and has made this a key focus of its development in recent years, using resources to purchase various kinds of books to enhance children's interests in reading. It also organises parent-child activities to encourage parents to read with their children and share the fun. The school arranges physical, music and art activities daily to foster children's balanced development. Free choice activities are also organised to facilitate children's active learning.

2.2 The school has formulated the policy on the assessment of child learning experiences with reference to the curriculum goals. The assessment content covers all learning areas and reflects children's learning and development comprehensively. Teachers assess children's performance through continuous observation, using clear assessment criteria to make objective assessment. They develop learning portfolios to keep children's assessment information, observation records, artwork, etc. in an orderly manner as evidence of children's growth. The school keeps parents informed of their children's situation in a timely manner to facilitate follow up on

children's needs together. On this basis, the school may further analyse children's assessment data to review the curriculum and inform planning.

- 2.3 The school has established a systematic curriculum management mechanism. The management leads teachers to plan the curriculum at different grade levels. Through participation in meetings, review of documents, lesson observations, etc., the management understands the implementation of teaching and gives teachers suggestions for improvement in a timely manner. Teachers discuss their teaching progress and arrangements of activities through collaborative lesson planning, exchange ideas and learn from each other through peer lesson observations. They reflect on their teaching and review the teaching content of each learning area, arrangements of homework and use of resources at the end of the theme and after each school term. Some teachers give their views as reference for adjusting the arrangement of activities and curriculum content. The management may continue to lead teachers to have in-depth reflection on the effectiveness of teaching according to the extent that the teaching objectives have been achieved, and make suggestions for improvement to address the key issues so as to inform the planning of learning and teaching more effectively. The school has improved the design of homework in recent years, but the content of some homework of K3 is still rather difficult, and thus needs to be deleted. In addition, the school should revise the arrangements of the kindergarten-primary transition activities by deleting the learning content which is too difficult, eliminating dictations, and providing sufficient opportunities for children to participate in music, physical, art and free choice activities daily so as to meet their abilities and developmental needs.
- 2.4 The school's major concern for this school year is to enhance the emotional expression ability and social skills of K2 children. Through participation in support programmes and organising training activities, teachers are equipped with relevant rationale and skills. Parent education seminars are arranged to enrich parents' understanding of children's emotional and social development and enhance their parenting skills. Teachers design thematic teaching and extended activities to help children understand their emotions and get along well with others. Teachers patiently teach children, enabling them to share their experiences, express their ideas and emotions through different experiential activities. Children are willing to face challenges, seek help in a timely manner, get along well with their peers during play and learn happily. Overall, the plan is implemented as planned and its effectiveness is evident.

- 2.5 The school puts emphasis on children's moral development and has been promoting moral education through a wide range of activities. Children are polite and disciplined, greeting people on their own initiative and caring for others. They possess self-care abilities and are able to tidy up their own personal belongings and take the initiative to assist teachers and peers in tidying up the items used in activities. In this school year, the school strengthens the cultivation of children's positive values and attitudes. It reviews the curriculum content to help children understand the country and Chinese culture. It selects perseverance, integrity, etc., as the focuses for moral education to nurture children's good character through the stories of picture books and role-play activities, and designs simple parent-child learning tasks to encourage children to practise what they have learnt in their daily lives. On this basis, when selecting the focuses for moral education, the school is advised to review the relevant content of the curriculum and make further integration and connection to enhance the effectiveness of children's learning.
- 2.6 In recent years, the school has set the major concern as increasing opportunities for children to have free exploration in play. After having consolidated the experience of the pilot classes, the programme has been extended to the whole school. Efforts have been made to try to arrange play for children at different times and venues in the light of health and safety considerations. In this school year, teachers have set up relevant corner activities in the classrooms to provide a variety of materials for children to explore their own ways of play. They regularly review the suitability of the materials and make replacements in order to sustain children's interest in learning. Children use cardboard boxes and tools to create a model of oven together. They also use blocks and plastic balls to build a small-scale bowling alley, showcasing their creativity. Teachers observe children in the activities, play with them and provide assistance as needed. They may also invite children to summarise their experiences after play, guide them to share their interesting findings or solutions to problems in activities so as to consolidate and extend children's learning.
- 2.7 The school environment is clean and well-lit. Teachers are able to utilise the school premises for proper planning of activities. There are a variety of corner activities in the classrooms with plenty of materials, and the activity design is in line with the theme. Children play the role of doctors and nurses in caring for patients, simulate bus rides, etc. They follow the rules of the activity. They enjoy playing with peers, share and communicate with each other, and engaging in the activities. The book corners display a variety of storybooks in an orderly manner, and children take

the initiative to stay and read books. Teachers also share stories with children whom are attracted to listen attentively. Children use different materials for painting and collage to create two-dimensional and three-dimensional works. Teachers provide magnifying glasses, gyro toys and theme-related materials for children to manipulate. They may improve the design of the exploratory activities with reference to the objectives and guide children to carry out the activities by testing and comparing, thus fostering their exploratory spirit. In addition, teachers have to pay attention to the situation that some children need to spend more time to complete the designated learning content. Teachers have to take appropriate follow-up actions or make adjustments to help children have sufficient opportunities to participate in the free choice corner activities.

- 2.8 Teachers are kind and friendly. They always encourage and praise children. Children enjoy going to school, listen to teachers' instructions, and are attentive and curious when learning and playing. Teachers accept children's diverse needs. They adjust the homework arrangements, provide individual guidance, and arrange activities for non-Chinese speaking children to play with Chinese-speaking children to enhance their opportunities to use Chinese. Teachers possess serious attitudes in teaching and prepare the lessons well. They make good use of pictures, teaching aids and daily life scenarios to help children understand the learning content. They also arrange for children to interview others so that they can gain an in-depth understanding of the work and difficulties encountered by the interviewees. Through such interactive process, children have the opportunities to express their gratitude and concerns to others. Teachers use questions to encourage children to express their views. Children are willing to respond and share. They enjoy a wide range of physical activities, mastering basic physical movement and getting enough exercise. In the music activities, children sing and use the musical instruments to beat rhythms, have role-play and move in rhythm in play to feel and experience the fun of music activities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established an SSE mechanism whereby the team works together to draw up a development plan and review the implementation of its work. The management is recommended to lead the team to make good use of children's performance and assessment data as a basis for reviewing the plan so that the

effectiveness of the work can be more effectively evaluated.

- 3.2 The school's curriculum is developing steadily, but there is still a need to delete some of the slightly difficult content in K3 homework and to revise the arrangements of the kindergarten-primary transition activities, including the elimination of dictations, the removal of learning content that is not developmentally appropriate for children and the improvement of the daily activity schedule. The management may continue to make good use of the curriculum management mechanism to lead teachers to share effective learning and teaching strategies, strengthen the effectiveness of curriculum review so as to further enhance the effectiveness of children's learning.