

**School No.: 524328**

# **Quality Review Report (Translated Version)**

## **Christian & Missionary Alliance Joyful Peace Kindergarten**

**G/F, Kam Huen House, Kam Fung Court, Ma On Shan,  
Shatin, New Territories**

**27, 28 & 30 November 2018**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2020)**

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**Dates of Quality Review: 27, 28 & 30 November 2018**

**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 a clear administrative structure. The management cooperates and coordinates among themselves, and values staff's opinions. The school team maintains close communication. The school's daily matters are in smooth operation. The school pays attention on teachers' professional growth. It exchanges insights in teaching and shares experience of implementing the development plan with other kindergartens under the same sponsoring body every year. The management organises school-based teacher training, peer lesson observation and internal professional sharing with respect to the school's developmental needs, with a view to steering teachers to observe and learn from one another for progressive improvement in the teaching quality.
- 1.2 The school develops the school self-evaluation (SSE) mechanism. The school team keeps abreast of the implementation of the work in different aspects through daily review. It then makes suggestions for improvement and revises the strategies accordingly. The school has followed up the recommendations of the previous Quality Review by refining the method of child assessment and using the assessment information to inform teaching. Taking into consideration children's needs and the trends of curriculum development, the school devises its annual development plan and has set strengthening children's moral development as the development focus in recent years. This year, improving the design of interest corners and physical activities are taken as the major concerns. The school is able to make use of various strategies, such as joining external support programmes and arranging exchange visits with other kindergartens. Such measures are conducive to reinforcing teachers' professional capacity so that the school work can be taken forward in a step-by-step manner.
- 1.3 The school accepts and caters for children with different needs. It is able to make good use of community resources to provide support and care services to children with special needs. A clear identification and referral mechanism is in place, while children's development progress is recorded for timely follow-up. The school

communicates closely with parents. In addition to meetings and telephone conversation, the school arranges lesson observation for parents, and invites parents to be volunteers and conduct sharing. The arrangement can enhance parents' engagement and understanding of children's learning. Parents' support has become the backbone of the school's continuous development.

## **2. Learning and Teaching**

- 2.1 The school devises its curriculum by referring to the teaching packages, and adopts an integrated curriculum with themes. The curriculum content covers all learning areas, the cultivation of children's values and attitudes, as well as the learning of skills and knowledge. The school arranges different visits to enrich children's learning experiences. It also arranges music, physical, art and free choice activities for children on a daily basis. However, the time for whole-day classes to participate in free choice activities is insufficient. The school is required to improve the daily schedule arrangement to make sure that children of the whole-day classes can acquire balanced learning experience, thus fostering their all-round development. The school arranges suitable fine motor games for K1 children to facilitate their eye-hand coordination. However, some of the homework for K3 children is slightly difficult. The school should cancel inappropriate homework to cater for children's abilities and learning needs.
- 2.2 The school assesses children's learning performance through continuous observation and making records. Upon completion of a theme, the school distributes the thematic assessment information to parents. The assessment items are comprehensive and able to align with the learning objectives. The items cover all learning areas and can be served as a summary of children's learning performance in different areas at the end of the school term. The school has developed learning portfolios for children to systematically maintain records of their assessment information and work. It informs parents of their children's development progress in a timely manner. The school is able to make good use of the assessment information to know about the learning performance of children in a particular class or grade level as well as that of an individual child, with a view to devising strategies to cater for children with different needs and informing curriculum planning.
- 2.3 The school puts in place a mechanism of curriculum coordination, monitoring and review. The management monitors curriculum implementation, gives feedback and guidance to teachers through classroom walkthroughs and scrutinising curriculum

documents. Teachers conduct collaborative lesson planning to plan learning content and environment set-up which meet children's interests and abilities. They also design appropriate teaching activities and reflect on their teaching effectiveness based on children's performance. They then adjust the activity design accordingly. The school arranges peer lesson observation to provide teachers with more opportunities for exchange of teaching experience, which is conducive to improving the teaching effectiveness.

2.4 The school strives to promote moral education by adding moral stories to the learning content. It also helps children learn good behaviour and develop positive values through drama activities and award scheme. Based on the last year's work, the school has put efforts in strengthening home-school cooperation this year. It invites parents to observe their children's performance at home and encourages children to keep on practising good behaviour. The school also organises social activities to bring together enthusiastic parents to share their experience in moral education activities. The work plan is supported by parents. The school deploys different strategies to promote moral education, yet it may consolidate relevant experience and review the effectiveness using the evidence-based approach, thereby working out a more focused plan for the next stage of development.

2.5 The school has taken enhancing the design of interest corners to facilitate children to learn through play as its major concern this year. Teachers make efforts to set up interest corners which align with the learning themes. They design games to provide children with more opportunities to explore, discuss and collaborate. They also facilitate children to learn by using different senses, for example, they let children discover different textures through observing and touching dough which is a mixture of flour and water, so that children's inquisitive mind is motivated. Teachers place simulated fireman costume, firefighting equipment and building models in K3 classrooms, enabling children to engage in role-play. They also create real-life scenarios like market, restaurant and bakery to arouse children's learning interests through role-play. Children select diversified corner activities freely, they are keen on participating in imaginative or constructive play with peers. They also manipulate teaching aids or engage in fine motor training activities, enjoying the fun of learning through play. Teachers intervene in a timely manner to guide children with different needs. They help children review what they have learnt upon completion of the activities. To further improve the effectiveness of the activities, teachers are advised to make good use of information of children's participating in

different corner activities and their performance, so as to evaluate the effectiveness of the planned activities. The information can also be served as reference for refining the activity design.

- 2.6 The school has taken improving teachers' skills in designing and leading physical activities as another major concern this school year. The school helps teachers design physical skills training with specific objectives and diversified physical games through strengthening their professional training. As observed, the physical activities are aptly organised. Teachers adjust the activity arrangement in accordance with children's performance. They make the activities more interesting with the use of games. Children actively participate in physical activities, demonstrating proper skills such as running, hopping and balancing during the activities.
- 2.7 Teachers care about children with kind and friendly attitudes. They properly use different intonation, voices and facial expressions during storytelling to stimulate children's learning interests. In addition, teachers design interesting activities and create scenarios to encourage children to unleash their creativity. They also let children enjoy music under a relaxing and pleasant atmosphere. Teachers respect children, they listen attentively to children's thoughts and views. They also observe and guide children to participate in activities carefully. Meanwhile, they play with children so as to support children's different needs in a timely manner. Teachers could make better use of questioning techniques to foster sharing and discussion among children, thereby stimulating them to explore and think.
- 2.8 Children love going to school. They are eager to participate in different kinds of learning activities with full engagement. Children share toys with peers. They get along well with others, and are self-disciplined and obedient. Teachers always encourage and appreciate children, setting good role models for them. From observation, children actively speak and enjoy exploration. They are confident of expressing their thoughts, demonstrating good comprehension and expression abilities. At the end of activities, children pack items of their own accord. They change their shoes and wear clothes on their own, displaying good self-care abilities. Children take turns to be "little helpers" during free choice activities. They help peers promptly and learn to serve others.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school has developed the SSE mechanism and it is able to review its daily work.

However, the school can only list different work of the development plan in a fragmented way at this stage, it has not yet formulated clear objectives and comprehensive planning. In order to enhance the effectiveness of promoting the school's development through SSE, the management is required to steer the school team to utilise the relevant SSE information to analyse the school context holistically so as to identify the school's development directions. The management should set out clear objectives with appropriate implementation strategies and concrete success criteria. The school team could review its work effectiveness in a focused way so as to map out the work plan in the next stage. Moreover, the school is advised to document the effectiveness, reviews and suggestions for improvement of its annual work properly in the school report. The information can be used as reference for future planning and passing on experience, thereby facilitating the school's ongoing advancement.

- 3.2 The school has put efforts to improve the curriculum design and environment set-up, it should improve the daily schedule of whole-day classes with sufficient time for free choice activities. The school should also revise K3 homework which does not meet children's developmental needs, so as to enhance the quality of learning and teaching.