

School No.: 614114

Quality Review Report (Translated Version)

Christian & Missionary Alliance On Tai Kindergarten

UG/F., Wo Tai House, On Tai Estate, Kwun Tong, Kowloon

14, 15 & 17 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: 14, 15 & 17 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 been established for three years. It upholds the mission of providing appropriate education and care services for children in the district with love and care. A good rapport is built among the management members and they implement various administration affairs and curriculum development work collaboratively. The management values the communication with the teachers and is willing to listen to and respect their opinions. It takes into account teachers' abilities and preferences when allocating duties for them to demonstrate their potential. The school sets up an induction mechanism for experienced teachers to support newly-appointed teachers, helping them adapt to the working environment as soon as possible. It also arranges teacher training to meet development needs so as to promote the school's major tasks and facilitate the professional growth of the teaching team. Teachers are happy to share and apply what they have learnt. They cooperate and work well together to improve the quality of education of the school.
- 1.2 The school has put in place a self-evaluation mechanism and has applied the concept of self-evaluation in their routine work. The management leads the teaching team to consider the views of stakeholders and to review the work in different areas for discussing the development focuses of the coming year together. The school has regarded developing a school-based curriculum as the work objective after its establishment. It has taken strengthening moral elements in the curriculum and promoting children's abilities in social and emotional expression as its major concerns in recent years. The school has firstly enhanced teachers' skills in designing and conducting relevant activities through external professional support programmes and in-school sharing sessions. It has then formulated suitable strategies from the aspects of curriculum planning, activity arrangement and parent education, and the work has been carried out in a step-by-step manner.
- 1.3 The school cares about children and caters for their diverse needs meticulously. Apart from having a clear identification and referral mechanism, the school also

makes good use of community resources to provide proper support to children with special needs. Through individual counselling and group teaching activities, non-Chinese speaking children are encouraged to use Cantonese for conversation so as to strengthen their ability and confidence in listening and speaking Cantonese. The school regards parents as collaborative partners. It uses various channels to maintain close liaison with parents and follow up on children's needs in a timely manner. Parents are invited to participate in educational seminars, take part in lesson observations, and serve as volunteers to enhance their understanding of the school curriculum and the effectiveness of parenting. Parents trust the school and support its development directions, and they work with the school together for nurturing children's healthy growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and uses themes to design an integrated curriculum. The management promotes curriculum development continuously. It leads teachers to review the curriculum outline, remove repetitive learning content in light of children's abilities and strengthen the linkage of curriculum content across grade levels. Currently, the school is gradually developing its school-based curriculum by incorporating moral elements into daily teaching. Through religious activities, award schemes and parent-child simple learning tasks, children can develop positive values and practise good behaviour in an immersive living environment. The school also strives to cultivate children's interest in reading. It refines the setting of the library corner and adds a reading session to encourage children to read proactively and create a good reading atmosphere. Overall speaking, the school curriculum content covers all learning areas, including the cultivation of children's values and attitudes as well as the learning of skills and knowledge. The school provides children with sufficient time for free choice activities. However, the content of some language homework in K2 is rather difficult. The school must cancel the inappropriate homework in order to meet children's learning needs.
- 2.2 The school attaches importance to nurturing morals in children. Teachers have set faithfulness, gentleness and self-control as the focuses of moral development for this school year. Pre-class sharing sessions are held for teachers to discuss the rationale for each focus and devise learning activities collaboratively, facilitating them to adopt

suitable strategies for infusing the concepts of moral values into the lessons. Teachers conduct different learning activities for children to understand and learn relevant moral elements. For instance, the concept of “self-control” is introduced and specific practices are discussed with children before starting the physical games so as to remind them to follow the rules and be safe, fostering their self-management skills; children are guided to control their voices and respect others during group activities in order to practise “gentleness”, thereby helping them develop positive values and attitudes through real-life situations. The school distributes a character booklet to parents for recording their children’s performance at home, with the aim of promoting home-school cooperation and strengthening the effectiveness of the work. A “Little Angel of Character” activity is also organised to recognise and praise children’s good behaviour. As observed, children show courtesy when getting along with peers and following classroom routines. They take the initiative to tidy up and maintain cleanliness after activities, demonstrating the attitudes of care for others and take good care of public properties. The effectiveness of the programme is evidenced.

- 2.3 The school regards reinforcing children’s social skills and emotional expression as another major concern of this school year. The school has started a trial run in K2. It taps external resources and organises training for teachers to enhance their skills in designing relevant imaginative activities as well as grasping the methods of guiding children to express their feelings and solve problems. The school also arranges workshops for parents to facilitate their understanding of children’s affective and social development. As observed, children are able to express their feelings and emotions properly in group activities and to get along well with others. They are willing to discuss and think about solutions with peers when encountering difficulties. The school has implemented the programme to all grade levels in a progressive manner and positive results have been seen.
- 2.4 The school has established a mechanism for the assessment of child learning experiences. Teachers devise the assessment items according to the curriculum objectives and review children’s performance in each learning area based on the set assessment criteria. Learning portfolios are developed for keeping children’s thematic assessments, observation records and works systematically, and parents are informed of their children’s learning and development progress in a timely manner. However, the use of average scores to summarise children’s development at the end of the school term does not reflect their developmental stages and the school is

required to improve the summative assessment practices. The school is able to follow up on individual children's learning performance according to their learning assessment information, yet that information could be analysed and used effectively to serve as evidence of evaluating and adapting the curriculum.

2.5 The school has a sound curriculum management mechanism. The management understands the progress of curriculum implementation through conducting lesson observations, attending curriculum meetings, scrutinising curriculum documents, etc. It also leads teachers to discuss teaching objectives and refine the activity design by making reference to the curriculum review results of the previous school year so as to strengthen the curriculum planning. In this school year, the management is committed to reinforcing teachers' reflective skills by guiding the team to review the learning objectives, teaching techniques and children's performance, and providing appropriate guidance and concrete suggestions, which helps to enhance the whole team's ability of reviewing their teaching.

2.6 The school environment is clean and bright. Teachers make use of classrooms and the spacious area to set up a number of learning corners to expand the space for children to participate in activities. The learning corners are thematically set up with plenty of materials. Children can choose activities according to their own interests. From observations, children especially enjoy performing role play in the simulation corner, such as imitating the scenes of farmers planting and harvesting crops, or MTR train captain and passengers in the train compartment. They play different roles with peers, demonstrating high level of engagement in the activities. Children also enjoy playing cooperative games or fine motor activities with friends and they are happy to communicate with each other. There is a good interactive learning atmosphere. A common reading area is well-stocked with a wide variety of books. Children often come to the corner to choose books on their own initiative, read and discuss stories with their friends freely. They are serious and attentive when reading, enjoying the pleasure of reading together. As the children in K1 gradually master the rules of corner activities, the school may better utilise the existing resources and space to open up more activities for them to choose from in order to enhance their interest in learning. The teachers observe children's performance during play and provide guidance in response to their learning needs. Teachers are advised to participate in children's play whenever appropriate and invite children to share their experiences and feelings afterwards, thereby consolidating their learning.

2.7 Teachers are amiable and friendly, having a good rapport with children. They are well-prepared for teaching, using pictures, stories and multimedia, etc. to facilitate their teaching and stimulate children's learning interests. Teachers encourage children to express their thoughts, listen patiently to their views and praise them for good behaviour in a timely manner. Children enjoy sharing their ideas with teachers and are willing to raise their hands for answering questions. They possess good language understanding and expression skills. During art activities, teachers make use of pictures and questions to guide children to design their artworks. After the activities, children are encouraged to introduce their creations and show appreciation to one another. This arrangement is conducive to enhancing children's confidence and sense of satisfaction. However, teachers have to examine the length of time for explanation and demonstration which is considerably long, and the absence of art activities in a day per week for K2. The school adopts an integrated approach for the music and physical activities. However, the daily teaching design mostly emphasises on only one of the learning areas and fails to incorporate both music and physical learning elements, while the time allocation is also slightly inadequate, which affects the balance of the curriculum. The management must lead the teaching team to revise the daily schedule, improve the arrangement of art activities and the integrated music and physical activities. They must also improve the skills in designing and conducting activities so as to enhance children's learning effectiveness. The management may also facilitate professional exchange and sharing among teachers through carrying out peer lesson observation and evaluation in a focused manner to improve the teaching effectiveness continuously.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 In drawing up the development plan, the school is able to take into consideration the needs of different stakeholders to devise task objectives and strategies, and lead the team to review the effectiveness of the plans in a timely manner. The management may continue to implement the cyclical process of self-evaluation and work out follow-up plans with reference to the review results, thereby facilitating the school's ongoing advancement.
- 3.2 The school has been putting efforts into developing the school-based curriculum and proactively reviewing the teaching effectiveness. It is heading towards the right direction. At this stage, the management could guide the teaching team to make

improvements in areas such as teaching techniques and child assessment. The management may also set focuses for peer lesson observation and evaluation according to the needs of teachers, so as to promote professional exchange in a focused manner, thereby enhancing the effectiveness of learning and teaching. In addition, the school must revise its daily schedule and cancel the inappropriate homework to meet children's developmental abilities and needs.