

School No.: 216135

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

**The Christian & Missionary Alliance Scholars’  
Anglo-Chinese Kindergarten**

**100 Shing Tai Road, Heng Fa Chuen, Hong Kong**

**3, 4 & 6 June 2024**

**Kindergarten Inspection Section  
Education Bureau**

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

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**Dates of Quality Review: 3, 4 & 6 June 2024**

**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 understands the situation and needs of the school through regular meetings and school visits, supporting and promoting the school development. The administrative structure of the school is well-defined. Senior teachers work together to coordinate the work of administration and curriculum. They discharge their duties properly and there are well-defined authorities and responsibilities among the staff, resulting in a smooth daily operation. The management has served the school for years and is familiar with its operations. The management is eager to communicate with the team and leads the team to jointly examine the school's needs and monitor the implementation of various tasks while providing timely advice and support. The school introduces external support to train teachers and foster teaching exchanges to strengthen the team's professional competence.
- 1.2 The school has followed up on the recommendations of the previous Quality Review, including strengthening the training of middle management, forming different functional groups to coordinate the self-evaluation work in various domains and reporting the progress and effectiveness of work in staff meetings, to promote the continuous development of the school. Members of the school team review the school context together to discuss the development direction for the coming year. They devise specific work plans and conduct regular reviews and follow-ups. In this school year, the school helps children understand positive emotions and regards nurturing children's optimistic and positive attitudes as its major concern. It considers the needs of various stakeholders from multiple perspectives and implements the plan by designing learning activities, teacher training, parent seminars and a series of parent-child activities. The strategies are properly deployed for facilitating the achievement of the objectives of the plan.
- 1.3 In response to a larger number of newly recruited teachers this year, the school has also taken building team spirit among teachers as the major concern of this school year. By arranging experienced teachers as mentors and co-teaching with the new

recruits, the school lets the new staff gain insight into its curriculum characteristics and the classroom routines. The management holds regular meetings with the new recruits to understand their needs and provide appropriate support so that they can grasp the work requirements the soonest. The school fosters communication and understanding between teachers through team-building workshops and social events, assisting teachers in developing a sense of belonging to the school. Teachers work in collaboration, striving to enhance the effectiveness of learning and teaching. Thus, the team has developed a strong rapport.

- 1.4 The school cares for learner diversity. It establishes an identification and referral mechanism to enable children with special needs to receive proper support the soonest. In respect of the learning needs of non-Chinese speaking (NCS) children, teachers arrange group teaching to help NCS children learn Chinese. Teachers also distribute observation records and assessment forms to parents on a regular basis to keep them informed of their child's progress in learning Chinese. The school values home-school communication and cooperation. It communicates closely with parents while organising parent lesson observation, seminars, parent-child workshops, etc., to help parents understand the school's development directions as well as their child's learning. Parents support the school and take an active part in volunteering work. Home and school work hand in hand to foster children's healthy growth.

## **2. Learning and Teaching**

- 2.1 The management leads teachers to formulate learning themes and organise an integrated curriculum that ties in with children's life experiences to cater for their developmental needs. The curriculum content covers all learning areas, fostering positive values in children as well as facilitating their acquisition of skills and construction of knowledge. To keep abreast of the curriculum development trends, the school designs learning themes about Chinese culture. It facilitates children to learn about Chinese ink paintings, traditional toys and musical instruments, and prepare festive food to deepen their understanding of national culture. The school holds the national flag raising ceremony on important days to cultivate the warranted attitudes in children for attending the ceremony, which helps enhance their sense of national identity. The daily schedule of the school is balanced that children are given sufficient opportunities to engage in music, physical, art and free choice

activities every day.

- 2.2 The school adopts continuous observation to assess child learning experiences. It creates learning portfolios for children to retain thematic assessment forms, observation records and children's works, serving as evidence of child growth. Parents keep record of their child's living habits, emotions and behaviour at home for teachers to have a more comprehensive understanding of the development of children. Teachers meet with parents every school term so that parents are well-informed of their children's learning and development. However, the school calculates the average scores of themes to summarise children's end-of-term performance. Such practice cannot reflect children's actual situation effectively. The school must properly handle and analyse the assessment information to accurately demonstrate children's learning performance while utilising the relevant information to adapt teaching content and strategies so as to inform curriculum planning.
- 2.3 The school has established a curriculum management mechanism by which the management discusses with teachers the learning content, teaching strategies and activity design through regular meetings. At the end of a school term, team members jointly review the appropriateness and effectiveness of the curriculum to inform curriculum planning. The management keeps track of the curriculum implementation through classroom walkthroughs and scrutiny of curriculum documents. Teachers conduct teaching reflection after class but mainly describe children's activity performance. The management should lead teachers to evaluate the teaching effectiveness from multiple perspectives such as the learning objectives and the flow of activities while making specific and feasible suggestions for improvement in order to enhance the effectiveness of learning and teaching.
- 2.4 In this school year, the school regards helping children learn about positive emotions to foster their optimistic and positive attitudes as its major concern. The strategies include designing appropriate learning activities to assist children in understanding different emotional expressions, and learning how to express and deal with negative emotions. Teachers set up emotion corners in classrooms where children can record their daily mood. Quiet corners have also been created for children to stay alone in order to calm themselves down when necessary. Teachers make reference to the mood trackers of children and observe children's behaviour to render timely assistance. For instance, teachers teach children the proper social etiquette when interacting with their peers. Children are able to briefly express their moods like

happy or sad, as well as knowing that their peers and themselves can have different emotions. They get along well with their peers as they play together and share materials with one another, demonstrating good social skills. The plan has achieved accomplishments.

- 2.5 The school premises are bright and tidy. Teachers make use of children's works to decorate classrooms, which facilitates children's sense of belonging to the school. The school designs different corner activities in alignment with the learning themes, whereby including the art and craft corners, role-play corners and constructive corners. The materials in the corners are diversified and neatly placed for children's easy access. As observed, children selected different art and craft items to draw or make three-dimensional craftworks attentively. Children role play with their peers. They engage in role-playing as firemen putting out fire or postmen delivering mail. In the constructive corner, children assemble the Great Wall and castles using cardboard, building blocks, paper cups and other materials. They collaborate to unleash their creativity.
- 2.6 Teachers are kind and accept children's diverse needs. They are conscientious in teaching and make good use of real objects and pictures to facilitate teaching. They encourage children to make more observation to grasp the learning content. Teachers provide opportunities for children to explore. For example, children use different objects to create wind and compare which one can make a pinwheel spin. Teachers create a relaxing atmosphere in music activities. Children are engaged in singing and performing rhythmic movements with their peers. In respect of physical activities, teachers design circuit games for children. They first demonstrate the ways of play and requirements, and then observe children's movements while correcting and supporting children when necessary. The activities are conducive to developing children's gross motor skills and enhancing their body coordination. Nonetheless, the waiting time for some of the physical activities is rather long, reducing children's participation opportunities. Teachers must improve the activity design to ensure that children have an adequate amount of exercise to develop a healthy body.
- 2.7 Children love going to school. They take the initiative to greet others and respect teachers. They follow teachers' instructions and respond to teachers' questions enthusiastically. Children express their thoughts clearly and are willing to share their life experiences, engaging themselves in classroom activities. Children behave well in daily routines that they switch to another activity venue in an orderly

manner. Children possess self-care abilities as they are able to put on and take off their shoes and tidy things up on their own. They can also pour water and use tongs to pick up bread by themselves during snack time.

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

- 3.1 The management could further help teachers reflect on their individual work performance, including reviewing teachers' self-evaluation forms and management's evaluation forms altogether, so that teachers can have a better understanding of their own strengths and professional development needs, thereby enhancing their professional capacity.
- 3.2 The curriculum of the school is in line with children's life experiences. However, the school is required to consolidate and analyse the assessment information properly so as to understand children's learning performance in an accurate manner while utilising the related information to inform curriculum planning. The management should also lead teachers to examine the teaching effectiveness from multiple perspectives, such as the learning objectives and the flow of activities, and make specific and feasible suggestions for improvement with a view to enhancing the effectiveness of learning and teaching.