

School No.: 522910

Quality Review Report (Translated Version)

CNEC Christian Kindergarten

G/F, Sau Hong House, Sau Mau Ping (III) Estate, Kowloon

5, 6 & 8 December 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 5, 6 & 8 December 2023

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 has a good understanding of the school development through meetings and school visits while giving appropriate support and guidance. The school forms a support network with peer schools in the vicinity for organising teacher training activities on a regular basis. It also encourages teachers to share acquired knowledge with their peers in order to keep abreast of the trends of kindergarten education development and enhance the professional competence. The management is open-minded and willing to take advice from teachers. It arranges an appraisal system whereby teachers can have self-evaluation and engage in mutual support with the management, keeping up with the times. A number of new teachers have joined the school in recent years. In addition to arranging the experienced teachers as mentors to guide the new recruits to understand the school-based curriculum, teaching mode, etc., the school is also determined to create a harmonious and friendly atmosphere in the team and regards this as the major concern of this school year. The school implements a diversity of strategies such as holding activities for developing team spirit and for socialising, which is effective to facilitate the mutual understanding and trust among teachers, thus reinforcing the foundation of collaboration.

1.2 The school follows up on the recommendations of the previous Quality Review to resume peer lesson observation in this school year, encouraging teachers to learn and exchange ideas with one another. Parent lesson observation will also be resumed so that parents can observe children's learning mode. Regarding self-evaluation work, all teachers take part in stipulating the major concerns and deploying implementation strategies to build consensus among themselves. In recent years, the school has mainly regarded cultivating children's good moral characters, strengthening teachers' support for non-Chinese speaking (NCS) children as well as facilitating children to learn through play as its major concerns. In tandem, the school has organised professional development activities for teachers to enhance

their relevant professional capacity. The plans have been implemented in a step-by-step manner.

- 1.3 The school cares about the needs of children with different backgrounds. A multi-disciplinary professional team is introduced to provide support in terms of social, emotional, learning and other aspects for children with special needs. Individual language learning schemes are formulated to facilitate NCS children's learning. The school pays home visits to newly admitted children to understand their living habits and give timely suggestions to parents. It makes good use of external resources to offer K3 children a series of primary one adaptation activities, helping them get psychologically prepared for primary school life. Moreover, the school holds gatherings for graduates to express gratitude and care to teachers, as well as fostering the connection among alumni.
- 1.4 The school maintains close communication with parents and conducts seminars on various themes, including moral education and positive parenting, for parents to learn about ways of looking after their children. Parents support and trust the school. They participate actively in volunteer service to assist teachers in repairing teaching aids, distributing art materials, leading visits and so forth, hence, home and school collaborate to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 The school selects teaching materials from the teaching packages and picture books to design an integrated curriculum with themes. The curriculum content is related to children's life experiences and covers all learning areas. Meanwhile, the school allocates sufficient time for children to engage in music, physical, art and free choice activities every day, promoting their whole-person development. To broaden children's horizons, the school arranges visits to community facilities and project learning for children with a view to enhancing their observation and exploratory skills through information collection and exploration. The school holds a national flag raising ceremony regularly and K3 children take turns to serve as flag raisers. All children are devoted to the ceremony to learn about the relevant etiquette and attitude. Children take part in fashion shows featuring traditional Chinese costumes and festival celebrations, as well as preparing artworks with elements of traditional arts which can deepen their understanding of Chinese culture and develop a sense of national identity. However, the school is required to review the homework of K3

and revise the parts that are slightly difficult in order to cater for children's abilities and developmental needs.

- 2.2 The school has a sound mechanism for the assessment of child learning experiences. Teachers continuously observe and record children's performance in various learning areas and create learning portfolios for children to keep thematic learning assessments, activity photos, etc., so as to serve as evidence of children's growth. At the end of a school term, teachers comment on children's overall development and illustrate children's learning at school to parents, rendering parenting suggestions timely.
- 2.3 The school sets a mechanism of curriculum coordination, monitoring and review. According to children's abilities and needs, the management steers teachers to adjust the curriculum content. Through scrutiny of documents and lesson observation, the management examines and supports the implementation of the curriculum. In tandem, it convenes regular meetings to collect views from teachers for planning and reviewing activity design. Teachers conduct teaching reflections. They are advised to make concrete recommendations in light of the learning performance of children and teaching effectiveness to further enhance the effectiveness of learning and teaching.
- 2.4 The school has regarded cultivating children's good moral characters as its major concern in recent years. Teachers post signs in the classrooms to remind children of classroom routines and use positive phrases and awards that encourage them to perform good behaviour. In addition, the school enables children to comprehend relevant messages, including not to falter in the face of difficulties and display courage, and put what they have learnt into practice through religious and experiential activities. As observed, children were willing to serve teachers and peers as well as being confident in leading warm-up exercises. They show respect to teachers and accept their guidance. Children take the initiative to share the pleasure of winning the good behaviour award with others, demonstrating an active and optimistic attitude.
- 2.5 With respect to facilitating children to learn through play, teachers offer children opportunities to create games. For instance, children use paper bricks to build houses and pass ping pong balls with paper cups. It is observed that K1 children simulated buying winter clothes at a shop and then going to a birthday party for congratulating each other. K2 children pretended to be chefs to cook food at a restaurant and were hospitable to diners while playing the role of cashiers to interact

with peers in a relaxing manner. K3 children unleashed their imagination by making arts and crafts using playdough and constructing models with building blocks. Besides, teachers come up with exploratory activities based on the teaching themes. K1 children touch heat patches and ice packs to feel hot and cold. K2 children use scales to weigh and compare fruits. K3 children explore the properties of magnetic force using magnets, which they develop curiosity and an attitude of proactive learning. Teachers design teaching aids with different levels of complexity for children of each grade level and renew them regularly to extend children's learning. Children are pleased to share the games and artworks they created with teachers. They are also able to plan their own free choice activities and make simple records for the learning results, hence cultivating their self-management. Children have ample time and space for activities, enjoying themselves.

2.6 The school environment is neat and tidy with proper spatial planning. Teachers decorate the corridors with children's works and activity photos where children can revisit the process of the activities. Teachers are conscientious in teaching and arrange interesting and real-life activities meticulously. In physical games, K1 children learn to keep warm in winter by doing regular exercises and staying energetic. K2 children and their peers jointly design food in the meal boxes in accordance with the healthy eating food pyramid. K3 children experience first-hand to take care of the elderly and disabled to recognise the spirit of mutual assistance and social integration. Teachers also assign children to ride tricycles, play trampoline and circuit games during physical activity sessions for developing their gross motor skills and body coordination. During music activities, teachers guide children to use musical instruments for accompaniment and sing along the music, guiding children to appreciate the aesthetic of music. Teachers play board games with children and ask them about their play strategies, which is effective in promoting children's thinking and verbal expression abilities. However, teachers are recommended to make good use of the review sessions and guide children to collate and summarise their experiences during activities for consolidating their learning. Teachers set up cosy reading corners and place theme-related books to create a reading atmosphere for children. Teachers may enrich the materials in the art corners so that children can create with diversified materials, unleashing their creativity.

2.7 Children love to go to school. They are pleasant, optimistic and are motivated to learn. Children enjoy the pleasure of learning through play. They have a sense of

responsibility as they tidy up things and help organise the classrooms after activities to demonstrate good living habits.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 Considering that the major concerns and implementation strategies of the school are more or less the same in recent years, the school may make good use of the self-evaluation mechanism and have flexible adjustments to details of relevant tasks when circumstances change. Besides, the school must focus on its goals to review the effectiveness of work in a holistic manner and take appropriate follow-up actions.
- 3.2 To further strengthen the effectiveness of learning and teaching, it is necessary for the school to review the content of K3 homework and revise the parts which are slightly difficult. The school is also suggested to facilitate teachers to take into account children's learning performance and teaching effectiveness to make concrete suggestions for follow-ups when conducting teaching reflections.