

School No.: 524123

Quality Review Report (Translated Version)

Cumberland Presbyterian Church Green Pasture Kindergarten

2/F, Fu Tung Plaza, Fu Tung Estate, Tung Chung, Lantau Island, N.T.

12, 13, 14 & 16 December 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 12, 13, 14 & 16 December 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 understands the administrative work and development direction of the school through regular meetings. It also gives advice and support to the school. The organisation of school is well-structured in which teachers discharge their respective duties. The management communicates closely to plan the school's development work collaboratively and lead the team to promote the school's advancement. The school values teachers' professional development. In view of the major concerns and the needs of teachers' professional growth, the school arranges different training activities for teachers. It also organises sharing sessions to encourage teachers to exchange what they have learnt in training. Peer lesson observations are conducted regularly for teachers to learn from one another. Through these activities, team cohesion is built effectively and teachers' professional competence is enhanced progressively.
- 1.2 The school has followed up on some of the recommendations of the previous Quality Review (QR), including enhancing teachers' grasp of the school self-evaluation (SSE) rationale and their participation in self-evaluation work, as well as strengthening the connection between annual development plans and its SSE findings. According to the SSE mechanism, the school sets its development direction which is in line with the school-based needs and trends in kindergarten education. The school has regarded art and language learning as its major concern in recent years while considering moral education as its development focus this school year. It solicits professional support to help promote the work plan and deploys strategies in various aspects, such as teacher training, parent participation and activity designs, to implement the relevant work.
- 1.3 The school has established a mechanism to identify and refer children with special needs. It also makes good use of external resources to provide them with appropriate support the soonest. Teachers maintain communication with parents to keep them informed of their children's school life, which is conducive to catering for

children's diverse needs. The school attaches importance to parent education. It arranges seminars and parent-child activities that tie in with the major concerns and parents' needs to improve parents' skills in positive parenting and child-rearing. The seminars are offered with English sessions to cater for the needs of non-Chinese speaking (NCS) parents. The school also makes the most of resources from parents as it invites parents to be volunteers to assist the school in carrying out activities, which facilitates home-school cooperation. For instance, as the major concern this school year is moral education, the school calls for parent storytellers to share moral stories with children at school. Parents recognise the education rationale of the school and are willing to take part in school activities. They join hands with the school to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 On the basis of the *Kindergarten Education Curriculum Guide* and with reference to the teaching packages, the school devises its curriculum outline. It designs the curriculum with themes and the content covers all learning areas, addressing the nurture of children's values and attitudes as well as their acquisition of skills and knowledge. However, there is curriculum overload on the whole. Some of the learning objectives and content are rather difficult, while the connection between the language and moral learning content and the themes is quite loose, thereby affecting the effectiveness of curriculum integration. In addition, children are not given enough time in attending free choice activities daily. The management must lead teachers to review the integration of the curriculum to organise and connect different areas of learning content through themes. The school is also required to revise its daily schedule to ensure children's balanced development. In respect of homework, it is necessary for the school to review and remove the content of Chinese and Early Childhood Mathematics for K3 children that are excessively difficult.
- 2.2 The school has a curriculum management mechanism in place. Teachers follow the teaching progress set forth by the management to prepare lesson plans respectively. Learning objectives and teaching procedures are clearly stated in the lesson plans which help teachers carry out the learning activities. Teachers write reflection records upon completion of each theme, and hold review meetings to conclude the teaching effectiveness. The content of the reflections is focused and comprehensive which covers various learning areas. Teachers point out the problems and make

specific suggestions. The management monitors the implementation of the curriculum through attending meetings, scrutinising documents and conducting lesson observations. Every school term, it also makes reference to and summarises the team's daily reflections to adapt the curriculum. The management may set foci for lesson observations, such as reviewing teaching skills and classroom management, to enhance the effectiveness of learning and teaching.

- 2.3 The school sets clear child assessment guidelines. When preparing thematic lesson plans, teachers formulate assessment items with regard to all learning areas. Therefore, the assessment is holistic and links to learning objectives. In addition to thematic assessments, teachers also provide comments on the performance of every child upon completion of theme-based activity by continuous observation. They point out children's strengths and weaknesses, hence reporting on children's learning specifically. The school develops learning portfolios for children to maintain their learning records in an organised manner. Teachers make reference to thematic assessments to collate the school term assessments and observation records, which helps parents understand clearly children's learning and development. The school has built the foundation of adapting the curriculum by referring to child assessment information. It may consider consolidating the assessment information to let teachers keep abreast of the effectiveness of children's learning more systematically and comprehensively, thus informing the curriculum more effectively.
- 2.4 The school has always attached importance to nurturing children's moral values and designs moral education activities in accordance with the school mission. It conducts activities like games and role plays to enable children to get a grasp of the relevant content. Children are also provided with opportunities to put these into practice. For instance, the school invites parents and children to collect eco-friendly materials at home and use them to undertake creative activities, so as to foster children to treasure and make good use of the resources. In this school year, the school has integrated the existing moral education with emotional education. It chooses different picture books for different grade levels and introduces to children moral elements like diligence and responsibility from stories. Children also understand various emotions and the proper way to express their emotions. As observed, children were engaged in the picture book activities. They responded to teachers' questions enthusiastically and their answers showed that they understood the relevant concepts. The school's effort has paid off.
- 2.5 The school has considered enhancing children's language ability as its major

concern. With the training and experience gained from supporting NCS children's language learning and teaching with picture books, teachers put into practice their acquired knowledge in recent years, and in tandem with the setting of learning environment, to cultivate children's interest in learning Chinese. Teachers make use of picture books to arouse children's motivation in language learning. They also incorporate a range of language learning elements into interest corner designs. However, it is observed that teachers placed too much emphasis on exercises for characters recognition and sentence structure, and some of the words chosen were extraneous to children's life experiences, hence failing to foster their language development in an effective manner. To strengthen children's language ability, teachers must design language learning activities that are fun and related to everyday life and avoid monotonous exercises. There are quite a number of NCS children in the school. Teachers provide them with support like providing language group activities and teaching aids. The school is required to furnish NCS children with more opportunities in using Chinese on their own initiative, including providing sufficient time for free choice activities so that NCS children can interact with teachers and peers in natural context, thereby building a solid foundation of listening and speaking while acquiring the skills of language usage and communication.

2.6 Another major concern of the school in recent years is to nurture children's interest in art and foster their creativity. Through teacher training, setting up working groups and providing additional resources, the school enhances teachers' skills in designing and conducting art activities to nurture children's ability in artistic creation. The activities are infused with elements of promoting Chinese culture and art as there is introduction of traditional art like ink paintings, blue and white porcelain and paper cutting. Teachers design interesting art activities that tie in with the themes and place diversified materials and tools in the art corners to inspire children to unleash their creativity. Teachers decorate the corridors, classrooms and interest corners with children's work to create a playful school environment as well as enabling children to appreciate and learn from one another. The children's work is colourful, rich in variety and reveals children's ideas, showing the great effectiveness of the major concern.

2.7 The school pays attention to the environment set-up. The management formulates guidelines to examine the settings of classrooms on a regular basis and gives suggestions to teachers. The interest corners in classrooms are designed in consonance with themes which help deepen children's impression on the learning

content. Teachers may strengthen the elements of play and exploration to attract children to join the interest corner activities. Teachers are also advised to provide children with opportunities to learn through interaction. In the physical activity area, there are different facilities for children to engage in gross motor activities. Various materials are also placed in the school hall for children to freely explore. However, in some time slots, the school arranges for two classes to carry out music and physical activities simultaneously in the school hall. As the room for physical activities is reduced, children do not have enough amount of exercise. They can neither concentrate on learning since they are affected by the sound of the other class.

2.8 Teachers are devoted to teaching. They have good communication skills and speak articulately when conducting activities. They are adept at using different voices and movements in telling stories and always praise children properly to reinforce their good behaviour. Nonetheless, some content of lessons is overloaded, which affects the implementation of lesson plans as well as making lessons fast-paced and teacher-led, hence impairing children's interactions with teachers and peers. Teachers must pay attention to the time management of lessons and choose a right amount of teaching content. They should ask more questions to encourage children to share their feelings and conclude what they have learnt. Teachers must also be heedful of the use of teaching materials. They are recommended to use real objects or three-dimensional teaching aids more often to let children learn through their senses and from things that are close to their life experiences, thereby improving the effectiveness of learning and teaching.

2.9 Children are courteous and take the initiative to greet others. They are imaginative and enjoy participating in creative activities. Children have good self-care abilities as they manage their personal belongings well. They are able to pack their school bags, take off and put on their shoes when entering or leaving some of the interest corners, and keep classrooms tidy by putting back the teaching aids and toys to proper places after activities. Children get along well with one another. They are friendly and cooperative. During activities, they take care of one another and actively help their friends.

3. Recommendations for Enhancing Self-improvement of School

3.1 The management must continue to follow up on the recommendations of the previous QR to strengthen its role in curriculum leadership and lead teams to review the

curriculum design, schedule arrangement and interest corner set-ups according to school context and the needs of children. It should also provide appropriate learning content, remove the excessively difficult homework, strengthen the effectiveness of curriculum integration, and offer children with sufficient time to engage in free choice activities. In regard to the teaching skills and classroom management, it is suggested that the management may take a further step to set review foci for lesson observation to enhancing the team's professional competence.

- 3.2 The school has considered language teaching as its major concern in recent years. The management is advised to lead teachers to review the effectiveness of the relevant work in SSE based on children's learning performance in a focused manner; and in light of the review result, to set forth and refine the relevant strategies collaboratively so as to establish effective deployment for the next stage of work.