

School No.: 578126

Quality Review Report (Translated Version)

Chai Wan Baptist Church Pre-School Education Lui Ming Choi Kindergarten (Siu Sai Wan)

Unit 1-10, G/F, Sui Fu House, Siu Sai Wan Estate, Chai Wan, Hong Kong

5, 6 & 9 June 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 5, 6 & 9 June 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 understands the administrative and financial affairs of the school through attending regular meetings and scrutinising documents. According to the school-based needs, the school solicits external resources to provide training for teachers in the major areas such as positive education, the learning of non-Chinese speaking (NCS) children and parent communication to enhance teachers' professional competence. As half of the team members are newly recruited teachers, the school arranges experienced teachers to support them so that they can adapt to the environment and the teaching work the soonest. A clear appraisal system is in place in the school for teachers to review their work performance based on their self-evaluation and the assessment by their supervisor. Meanwhile, teachers can reflect their views to the school, hence facilitating mutual communication and fostering the continuous development of individuals and the school.
- 1.2 The school has established a school self-evaluation (SSE) mechanism and adopts a whole-school approach in implementing SSE. It has followed up on the recommendations of the previous Quality Review to arrange for experienced teachers with potential to assist in management and planning. The team gathers information from multiple perspectives to review the effectiveness of the school's development plan and sets the development direction of the next school year in response to children's learning needs. The school has regarded strengthening moral education as its major concern in these two years. Last school year, it employed religious activities to bring forth different foci of moral education while facilitating children in building positive character by story sharing, role-play and other strategies. In this school year, the school puts emphasis on encouraging children to practise what they have learnt. Through parent education and activities, the school lets parents understand the importance of moral education and hopes to capitalise on parents' strengths to promote children's moral development. Besides, in view of children's

limited learning experiences outside of school, the school considers providing diversified activities to broaden children's horizons and enhance their interest in learning as another major concern of this school year.

- 1.3 The school has a mechanism for early identification and referral of children with special needs in place. It also utilises external resources to give support to children. With the increasing number of NCS children, the school deploys manpower specialising in coordinating support for NCS children. Moreover, a relevant group is formed to regularly discuss the performance of NCS children, enabling the school to take follow-up actions accordingly. The school caters for the adaptation of the newly admitted children. It purposefully helps them get familiar with the new learning environment including progressively extending the school time at different stages in the beginning of the school year. The school strives to build a partnership with parents. It makes use of different channels like phone calls, face-to-face meetings and home visits to keep parents informed of their children's situation in a timely manner as well as allowing teachers to understand children's family life. The school often holds parent-child activities, parent fellowship events and organises a parent volunteer team to promote home-school cooperation, setting the foundation for the establishment of a parent-teacher association in the coming school year.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and uses themes related to children's life experiences to design an integrated curriculum. The school also chooses picture books as teaching materials of some themes. The curriculum content covers various learning areas comprehensively. The school organises visits and experiential activities to enrich children's learning experiences. The daily schedule is arranged to enable children of all grade levels to participate in music, physical, art and free choice activities. Nevertheless, when planning the primary one adaptation activities for K3 children, the school is advised to pay more attention to the curriculum content and activity arrangements so as to ensure the proper and balanced development of children. In addition, the school must cancel the arrangement of asking K1 children to copy alphabets along dotted lines and revise the excessively difficult learning content and homework in Language and Early Childhood Mathematics for K3 in order to meet children's abilities and developmental needs.

- 2.2 The school formulates the assessment content of child learning experiences in alignment with the curriculum objectives and children's development. Team members jointly discuss the assessment criteria and assess children through continuous observation and documentation. The school creates learning portfolios for children to maintain assessment forms, observation records, children's artwork and so forth as evidence of their growth. It regularly disseminates the learning portfolios to parents and reports to them children's performance to help parents get a grasp of their children's development specifically. The school invites parents to observe and give information about children's learning at home. Yet, it is required to revise the arrangement of asking parents to fill out all the items on the assessment forms so as to improve the assessment effectiveness.
- 2.3 The school has established a mechanism of curriculum coordination, monitoring and review. The management keeps abreast of the curriculum implementation through attending meetings, scrutinising teaching plans and conducting classroom walkthroughs. Teachers reflect on teaching every week and conduct summative reflection monthly. They are able to describe the activity implementation and review the teaching effectiveness against children's performance. The management may lead teachers to further focus on the difficulties in teaching and make concrete suggestions for improvement, serving as a reference for future curriculum planning.
- 2.4 The school has regarded strengthening moral education as its major concern in recent years. It sets monthly moral foci this school year. Teachers incorporate more moral elements into school activities and encourage children to do good deeds in daily life through story sharing, award schemes, parent-child simple learning tasks, etc. Nonetheless, the school is recommended to systematically connect the teaching themes, plan and promote the relevant work to enhance the effectiveness of the school's major concern. Another major concern of the school is organising diverse activities to enhance children's interest in learning. Through internal activities and visits organised by the community, the school broadens children's learning horizons. During the Chinese culture month, experiential activities outside the school are arranged to let children experience Chinese culture and art through the appreciation of Cantonese opera. Traditional art activities such as paper cutting, ink painting and rubbing are designed to deepen children's understanding of Chinese culture. There is an exploratory activity month in the school. Children manipulate different materials to discover interesting natural phenomena and make small-scale models successfully as well as taking part in experiential activities for exploration.

Additionally, children have the opportunities to enjoy drama and visit museums. The plan is being carried out smoothly, enriching children's learning experiences and elevating their interest in learning.

- 2.5 The school makes good use of its space to display children's work for their appreciation. A spacious constructive game wall is set in the reception area of the lobby while a small sofa and various types of books are also placed there for children to select the books to read freely in a cosy environment. The classrooms are decorated in line with themes, with manipulative teaching aids placed in an orderly manner. Children can choose different games that suit their interests. Besides, teachers may furnish art and craft corners with a wide range of materials to encourage children to create freely, thus stimulating their creativity.
- 2.6 Teachers are softly-spoken, kind and patient. They exploit real objects, pictures and so forth to facilitate teaching. In tandem, they try to incorporate interactive elements into the activities, such as games and discussions, to spice up the activities and boost children's motivation to learn. During free choice activities, teachers are able to observe children's performance in games. Teachers may guide children to unleash their imagination and extend their learning at an opportune time. The management is required to lead teachers to observe and learn from one another while improving teachers' skills in physical activity design and classroom management, hence helping children exercise and learn effectively.
- 2.7 Children are friendly and amiable. They take the initiative to talk to others and share their thoughts. They are willing to cooperate with peers as well. Children are curious. They actively explore the classroom environment and teaching materials. Children are interested in music activities as they take part in sing-along and rhythmic movement games with enthusiasm. They are also able to write and compose simple lyrics and songs.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school recognises the rationale of SSE and has established a self-evaluation mechanism. However, it should document the review results of the major concerns systematically to facilitate follow-ups and the transfer of experience for the team. The school caters for the needs of children who are transitioning to primary school by holding primary one adaptation activities. The school is advised to pay attention to the curriculum content and the arrangements of activities during the period of

adaptation activities to ensure proper and balanced development in children.

- 3.2 The management is required to lead teachers to enhance their reflection skills and encourage peer exchange to promote the professional growth of the team, thereby improving the teaching quality. The school must also cancel the arrangement of asking K1 children to copy alphabets along dotted lines as well as revising the excessively difficult learning content and homework in the learning areas of Language and Early Childhood Mathematics for K3, in order to meet the developmental needs of children at the kindergarten stage.