

School No.: 595837

Quality Review Report (Translated Version)

Christian Youth Centre Kindergarten (Yau Tong)

3/F, Phase 5 Yau Tong Estate, Kowloon

20, 21 & 23 January 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 20, 21 & 23 January 2025

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 Supported by the organisation, the school keeps contact with the leadership team who gets hold of and monitors the school operation as well as offering assistance as needed. There is frequent communication between the school and the affiliated school of the organisation. They share teaching resources to organise teacher training together. The management has served the school for years and has a sense of belonging to the school. With an open attitude, the management shows its care to the staff. The team has become more stable in recent years. Team members maintain liaison and establish a mutual understanding with one another. Through induction activities and daily practices, the newly recruited teachers understand their duties and work requirements steadily. Staff appraisal items are defined in detail. Teachers can evaluate their strengths and performance therefrom while expressing their professional development needs. A harmonious relationship is developed among teachers and they jointly promote the school work.

1.2 The school has established its self-evaluation mechanism. The management leads all teachers to review the school work in different aspects, and devise development foci, implement strategies in a step-by-step manner while monitoring the progress aptly in view of the school context and children's needs. The school has regarded cultivating children's reading interest and habit as its major concern in recent years. The school has put effort into creating a reading atmosphere for children by continuously improving the setup of the reading zone in the lobby, organising various

reading activities and introducing parent-child paired reading at school. In this school year, the school aims to enhance children's self-confidence and expression abilities through the promotion of reading while stipulating work strategies based on previous experience. The plan is implemented smoothly.

- 1.3 Teachers assist newly admitted children in knowing about the school environment gradually. They keep parents informed of the performance of children at the school and give suggestion for supporting children at opportune times. Referral services are provided to children in need so that they can undergo assessment and receive assistance the soonest. With respect to the kindergarten-primary adaptation, the school arranges learning activities and invites parents of the graduates to share experience, helping K3 children and their parents get psychologically prepared for the transition to the next learning stage. For parent-related work, the school utilises external resources to hold seminars and workshops about child-rearing skills. It has also been organising activities such as parent-child picnic and the fun day with the parent-teacher association over the years to promote parent-child relationship. Parents trust the school and are willing to take part in relating activities and serve as volunteers, leading to a good home-school relationship.

2. Learning and Teaching

- 2.1 The school and the affiliated school of the organisation collaborate to devise a curriculum outline, draw up learning objectives for each grade level, taking into account the cultivation of values and attitudes, construction of skills and acquisition of knowledge in children. With reference to the teaching packages, teachers select themes that align with children's life experiences to structure learning content. In tandem, teachers arrange visits and parent-child activity days for children to learn outside the classroom. In this school year, the school reviews and enriches the

learning elements of national education according to the trends in curriculum development. For instance, the school frees up teaching time for the Chinese culture week and conducts exploratory and experiential activities for children to learn about national scenic spots, traditional culture and custom, thereby gradually developing their sense of national identity. The school has followed up on the recommendations of the previous Quality Review to adjust its daily schedule. Children are given ample opportunities for music, physical, art and free choice activities every day. However, the school is required to review the K3 homework to revise the inappropriate parts and remove the content that is rather difficult so as to meet the developmental needs of children.

2.2 Teachers observe children's learning performance continuously and keep the assessment records in an orderly manner to distribute the information to parents regularly for their reading as charted in the school's policy on the assessment of child learning experiences. Before the commencement of each theme, teachers collect information from parents to understand the learning and development of children, which serves as a reference for adapting the class-based teaching plans. The team has built a habit of collating assessment information. Teachers are advised to analyse the records of individual children and propose specific recommendations for following up on their learning and growth.

2.3 The school has explicit procedure for curriculum management. The post of curriculum group leader has been newly created in recent years for assisting the management in leading teachers of all grade levels to discuss teaching design and offer in-class assistance. Teachers share the work to compile lesson plans and design corner activities based on the scheduled progress. During lesson planning meetings, teachers discuss and revise the plans together, and then submit the plans to the management for scrutiny. Teachers hand in teaching reflection twice a week to

review children's learning performance. Meanwhile, members of the team jointly examine activity design after each theme and at the end of a school term. As observed, teachers were generally able to briefly describe the overall teaching effectiveness and children's participation in the corner activities as well as reflecting on the selection of teaching aids and types of materials in the interest corners. They are required to set clear learning objectives for the music and physical activities in order to be flexible in adjusting the teaching strategies, as well as accurately evaluating activity effectiveness and taking follow-up action.

2.4 The school has actively promoted reading in recent years. The school launches various reading schemes in an ongoing manner, and makes good use of resources, including purchasing books and drawing upon the lending services for library materials from the public libraries. It also opens the reading zone in the lobby before morning assemblies to help children develop a reading habit. From time to time, the school invites parents and external organisations to campus for story sharing, enriching children's reading experiences. As observed, the reading zone in the lobby provided a comfortable environment and books were displayed by category such that children could read in light of their preference and needs. Some children paid close attention to the pictures in books while the others tried understanding the story content with the assistance from teachers, showing an interest in reading. Building on last school year's development experience, the school takes consolidating children's reading habit and enhancing their self-confidence and expression abilities as its major concern of this school year. Strategies include continuing to carry out paired reading with parents and book lending schemes, extending story acting activities for K3 children to perform the story which its ending was adapted on their own, motivating children to express themselves. Teachers occasionally encourage children to read aloud the nursery rhymes and guide them to

repeat key words. Some teachers give children opportune chances to share their life experiences related to thematic learning, hence increasing their speaking practices. From observation, K3 children gave better responses to teachers' questions, with some of them conveyed their ideas clearly. During the planning stage, the school may set expected goals and corresponding strategies based on the development of children from different grade levels, while addressing major concerns by focusing on both school-based needs and those of the children, thereby fostering their learning.

2.5 The school environment is bright and spacious. Teachers utilise the corridors to exhibit children's works and activity photos along with theme-related content, encouraging children to appreciate and learn from others. Various corner activities and ample materials are available in the classrooms. Children love choosing manipulative teaching aids and play. Teachers design activities of the learning corner meticulously. For example, K2 children are arranged to make designated number of Lunar New Year bouquets to revisit and apply the concept of skip counting. Teachers also create a chequerboard for children to play cooperative games with their peers. The family corner is decorated in a Lunar New Year theme. Children tidy waste paper away in the corner to act like they are performing year-end clean-up. They imitate paying a New Year's call by sharing festive food and an assorted snack box to feel the festive atmosphere.

2.6 Teachers are patient and always smile. Children love to go to school and treat others with courtesy. They have good social and self-care abilities as they pack toys and personal belongings on their own after activities. Teachers always arouse children's learning motivation with pictures. They are advised to select real objects based on the teaching content to facilitate children's understanding of what they have learnt through senses and specific manipulation. Before the end of a school day, teachers conduct a concluding session to summarise the learning content with children and

some of the teachers guide children to revisit their experience and feelings in free choice activities during this period. In music activities, teachers create theme-matching scenarios. They sing, perform rhythmic movements and play musical instruments with children. However, some music activities are loosely organised and some teachers give vague instructions. The school must sharpen teachers' skills in designing and conducting music activities, and examine the design and teaching steps of activities such that children can play games along the rhythm and melody of songs to enjoy the fun of music activities. The physical play venue is roomy with ample space for play. Depending on their preference, children choose play facilities such as tricycles and slides that teachers open up for their use. In general, children have a sufficient amount of exercise. Teachers are recommended to make the physical equipment stored available for children to experience and create physical games freely with a view to facilitating the development of different body parts.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school promotes reading to children continuously and the effectiveness is shown gradually. It is advised to devise corresponding success criteria in accordance with the major concern of the school year in a bid to evaluate the effectiveness of work plans precisely. Moreover, the school is recommended to respond to the views of parents, for example, by arranging parent lesson observation, to provide more opportunities for parents to enter the campus and take part in the daily activities of children. By doing so, parents can learn about the teaching strategies of the school, hence further promoting home-school cooperation.
- 3.2 While the school supports the team and management by adding the post of curriculum group leader, it could enhance the functions of curriculum leadership of the

management and assist teachers in refining the design of music and physical activities. All these are conducive to conducting the respective activities. The school is recommended to sharpen the skills in catering for learner diversity for the teaching staff through training so that the staff can adjust the curriculum and teaching by focusing on the needs and performance of children, thereby fostering learning and teaching.