

School No.: 595837

Quality Review Report (Translated Version)

Christian Youth Centre Kindergarten (Yau Tong)

3/F, Phase 5, Yau Tong Estate, Kowloon

7, 8 & 10 January 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 7, 8 & 10 January 2019

- 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 school has been improving the campus facilities continuously under the support of the leadership team to provide an appropriate learning environment for children. The school maintains close connection with another kindergarten under the same sponsoring body to plan administration and curriculum work collaboratively. It also promotes collaboration and exchange through joint-school teacher training, parent education seminars, etc. The school prepares clear working guidelines while the management keeps adequate communication with teachers. Members of the teaching team share the work and cooperate with one another well to promote the school's development.
- 1.2 The school has purchased interesting books and teaching aids to arouse children's learning interests in recent years so as to enhance their learning effectiveness. It has also arranged peer lesson observation to encourage teachers to learn from one another so that their teaching skills can be improved. In regard of attending to children's diverse needs, the school arranges training for teachers to understand children's different development pace and needs, hence providing suitable care services to children. The school also develops a mechanism to identify children with special needs and renders referral services when necessary to ensure that they can receive support at an early stage.
- 1.3 The school follows up the recommendations of the previous Quality Review. The management steers teachers to review the school's performance in different areas of work and they work together to formulate the work plan. The school has taken promoting home-school cooperation and nurturing children's morals as its major concerns in these two school years. The school has sufficient channels to maintain communication with parents while it co-organises activities with the church to strengthen home-school liaison. This school year, the school has established the parent-teacher association which is conducive to collecting parents' views and promoting home-school cooperation. Parents trust and support the school. They

are willing to assist the school in implementing activities. The results of the work plan have been observed gradually. In terms of nurturing children's morals, the school arranged training last school year to enhance teachers' ability in designing moral activities. Meanwhile, it organised seminars for parents and parent-child activities that were related to moral education, creating a favourable atmosphere. This school year, the school puts emphasis on children to practise good behaviour. It takes relevant strategies and works in collaboration with parents to nurture children's morals. Different work has been implemented as planned with stage review of the work effectiveness.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to devise the curriculum, and adopts an integrated curriculum approach based on themes. The content of the curriculum covers all learning areas. The school arranges project activities in light of children's life experience and interests. It also organises visits and festive activities to enrich children's learning experience. The curriculum content is comprehensive. Regarding the daily schedule, the school arranges whole-class, group and individual learning activities for children every day. However, the time for music, physical and free choice activities is insufficient. Moreover, quiet activities are arranged in the afternoon session for whole-day classes, resulting in the lack of enough play activities for children to relax. In addition, the amount of homework for K2 and K3 classes is a bit excessive and some of the homework is also slightly difficult. The school is required to arrange a balanced activity schedule and delete inappropriate homework so as to meet children's abilities and learning needs.
- 2.2 The school works out the assessment items in accordance with the objectives of each learning area and assesses children's performance through continuous observation and recording. The school develops learning portfolios for children to maintain records of their assessment information and work. Teachers summarise all information and meet with parents to inform them of their children's learning progress in each school term. However, the school is still required to collate and analyse children's assessment information to inform curriculum planning and teaching plans, thus facilitating children's learning.
- 2.3 The management steers teachers to devise the curriculum outline. It understands curriculum implementation through attending meetings, vetting teaching documents,

classroom walkthroughs, etc., while providing guidance according to teachers' needs. Teachers carry out collaborative lesson planning and discuss the set-up of interest corners in the classrooms together. They often conduct teaching reflections and make suggestions for improvement on the teaching arrangement. Yet, the management should lead teachers to review the areas for improvement on the teaching strategies from the perspective of children's performance, thereby enhancing the learning effectiveness of children.

- 2.4 The school has set nurturing children's morals as its major concern in these two school years. Teachers guide children to understand good behaviour by means of activities including storytelling, singing nursery rhymes, scenario discussions, etc. This school year, the school has launched an award scheme to encourage parents to appreciate their children practising good behaviour. Children are assigned to take turns to be the group leader in class so that they can assist teachers in distributing items and learn to serve peers. The school also arranges K3 children to be the Politeness Ambassadors on a rotation basis to greet schoolmates when they arrive at school. Through the process, they learn to treat others in a polite manner. The work plan has been effective. From observation, children cooperate with others and observe rules. They get along well with peers, showing friendliness and sociability. After free choice activities, children pack items of their own accord to keep the classroom neat, demonstrating good self-care abilities.
- 2.5 The school is tidy and spacious. Children's work and photos of parent-child activities are displayed at the corridors, in the classrooms and indoor play area for children to look through and review their learning. Teachers decorate the classrooms in accordance with the themes and set up various interest corners while learning materials for viewing and manipulation are prepared in an orderly manner. Children follow rules of the corner activities. They engage in art activities by selecting craft materials of their own accord. They also play constructive games and read together with peers, or engage in role-play in the common imaginative play corner beside the classroom, creating a relaxing and joyful learning atmosphere. Teachers walk through to observe children's activities. They sometimes play with children, and provide encouragement and prompts when necessary. However, some teachers ask children to complete assigned homework that is slightly excessive, leading to the lack of sufficient time for children to engage in free choice activities. Teachers lead children to review the activities carried out on the day to consolidate their learning, yet they are recommended to provide opportunities for children to

share with peers their work or findings during the activities, thereby developing children's attitude to willingly share with others.

- 2.6 There is adequate activity space in the indoor play area of the school, and a learning area and play area are set up inside. In the learning area, a variety of picture books and story booklets created by children are placed, while games for manipulation are designed for children to explore using different senses. However, it is observed that children do not have sufficient opportunities to play at the learning area. The school may improve the activity arrangement to expose children to exploration more frequently, thereby facilitating their self-directed learning. In the play area, a wide range of physical equipment is prepared while simulated games, such as salon and post office, are set up based on the learning themes. Teachers design gross motor activities according to children's physical development. They lead children to do coordination exercises and arrange time for children to select the games to play. The physical time arranged by the school is not enough, therefore children lack sufficient opportunities to engage in gross motor activities. When children select the games in the area, most of them choose to engage in role-play in the imaginative play area, resulting in insufficient amount of physical exercises for children generally. The school should provide adequate time for physical activities and games for fostering the development of gross motor skills, thus building children's good physique.
- 2.7 Teachers use pictures and real objects to assist in their teaching. They make good use of stories as introduction to arouse children's learning interests. Teachers use facial expressions, voices, actions, etc., to catch children's attention during storytelling. They also connect the stories with children's life experience and stimulate children's thinking through questions, so as to help children understand the messages behind the stories. Children are willing to respond to teachers' questions and they love to express their thoughts. They can generally grasp the focus of the learning content. Teachers arrange music activities including singing, rhythmic movements, playing percussion instruments, etc., with a view to leading children to feel the rhythms and melodies of the music. Teachers are advised to design sing-along activities that can inspire children's imagination and creativity, with a view to making music activities more fun-filled for children.
- 2.8 Teachers care about children and offer individual guidance according to children's diverse learning needs. They also encourage children to help one another to promote peer interaction. Children integrate into school life, and learn and play

together. They love to express their observation and feelings by drawing, while making three-dimensional craftwork with peers collaboratively. When children come across difficulties, they take the initiative to seek assistance from teachers. The campus is characterised by a harmonious and peaceful atmosphere.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school can work out the major concerns for the year by means of collaborative discussions. When formulating its work plan, the school should yet plan effective working strategies thoroughly and map out success criteria in connection with the task objectives, so as to effectively review the extent to which the plan has been achieved. This in turn helps the school decide the directions for follow-up actions and improvement based on the review results. In addition, the school is required to put the rationale of school self-evaluation into its regular work and foster the progress of the school through the inter-connected self-evaluation process, viz. planning, implementation and evaluation. At this stage, the school does not offer a clerk position, so the management and some teachers have to share and carry out administrative work. Such arrangement is inappropriate. The school should adjust the organisation structure to aptly recruit supporting staff including clerk, allowing staff to discharge their duties properly. As a result, the effectiveness of administration, management and accountability can be strengthened to promote the school's development.
- 3.2 The management must reinforce its role of a curriculum leader to steer teachers to plan appropriate curriculum and improve the daily schedule arrangement, so that children can have sufficient music, physical and free choice activities every day to facilitate their all-round and balanced development. The management should also delete inappropriate homework to meet children's abilities and learning needs. Moreover, the management is required to lead teachers to review the areas for improvement on the teaching strategies by referring to children's performance. At the same time, it has to make use of children's assessment information to inform curriculum planning and teaching plans, so that the assessment can facilitate children's learning.