

School No.: 315907

Quality Review Report (Translated Version)

Christian Youth Centre Kindergarten

**G/F, 103 Waterloo Road, Kowloon Tong, Kowloon
(including Child Care Centre)**

12, 13 & 15 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 & 15 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 school gets advice and support from the leadership team in respect of administration, caring and support for children, etc. The school liaises closely with the affiliated schools of the sponsoring body to plan the curriculum with collective wisdom, arranges teachers to participate in joint-school training programmes and organises large-scale activities collaboratively with the affiliated schools, thereby promoting the opportunities for exchanges among teachers to enhance their professional competence together. With an open attitude, the management listens to and respects the views of the teaching team. The management also proactively understands the progress of the work and allocates duties based on the development needs of the school as well as the preference and experience of teachers. Clear guidelines and rules are provided for the team to grasp the work requirements. The management arranges experienced teachers to be mentors to support the newly recruited teachers and provides them with appropriate guidance. The school strengthens team cohesion through social gatherings and professional development activities. Team members discharge their duties in different positions, give support and encourage each other, thus putting forward the sustainable development of the school with concerted effort.
- 1.2 The school followed up on the recommendations of the previous Quality Review to cancel dictation activity for K3 and improve the arrangement of the free choice activities to foster active learning for children. The school strives for advancement in the domain of learning and teaching. The school has established a school self-evaluation (SSE) mechanism. The management leads teachers to discuss the development direction of the school by making reference to the views of stakeholders and daily performance of children, then implements the work being set and reviews the work effectiveness in a timely manner. In recent years, the school has considered nurturing children's moral development and interest in reading as its major concerns. It deploys suitable strategies in view of the needs of teachers, children and parents. The work plan has been implemented progressively.

1.3 The school caters for the diverse needs of children. A clear mechanism is in place to aptly provide required services to children in need. Teachers communicate closely with parents and professionals to keep abreast of children's development, with a view to working together to follow up on children's needs. The school has developed various channels to maintain liaison with parents. The school annual report is uploaded onto its website to show the results of SSE to the public so as to enhance transparency. The school attaches importance to parent education. It enhances parents' competence in parenting by tapping external resources properly to arrange seminars and workshops. The school regards parents as partners. Through the long established home-school cooperative organisation, the school collects parents' views on the school policy and work, thus performing its function as a bridge of communication between parents and the school. Moreover, the school has successfully pooled together parents' concerted effort to arrange parents to be volunteers to assist in implementing school activities. Parents trust the school and support its development direction.

2. Learning and Teaching

2.1 The school devises its integrated school-based curriculum with themes by making reference to the teaching packages and taking into account children's life experiences and interests. The curriculum content is comprehensive which covers all learning areas. It emphasises the cultivation of values and attitudes in children, as well as their acquisition of knowledge and skills. The school arranges visits and festive activities to enrich children's learning experiences. The "Chinese Culture Week" is held to encourage children to explore themes such as "Tea", "Four Treasures of the Study" and "Paper Cutting". Children understand Chinese culture through diversified experiential and art activities, thereby cultivating their appreciation of Chinese culture. The school provides children with sufficient opportunities to engage in music, physical, art and free choice activities every day to facilitate their balanced development. The school improves its design and arrangement of homework gradually and designs thematic teaching and arranges primary school visits to introduce K3 children to primary school life. However, the school should reduce the amount of copying in language homework for K2 and K3, as well as cancelling the homework content that is rather difficult for K3 children and primary one mock interview, thus meeting children's developmental needs.

2.2 The school formulates a clear policy on the assessment of child learning experiences

which is in line with the curriculum goals. The assessment content is comprehensive. Teachers assess children's performance with continuous observation. They keep parents informed of the progress of their children in a timely manner and follow up on children's learning together. Before the start of the themes, teachers invite parents to get to know children's basic understanding of the relevant themes, thereby assisting teachers in grasping children's prior knowledge and then adjusting the teaching content. The school develops learning portfolios for children to systematically keep assessment information including observation records of children, thematic assessment and summative assessment as evidence of children's growth.

- 2.3 The school has developed a clear mechanism for curriculum management. The management leads teachers to formulate learning content and understands the teaching through attending meetings, scrutinising curriculum documents and conducting lesson observation. It also provides teachers with appropriate recommendations for improvement and arranges peer lesson observation to foster professional exchanges among them. In this school year, the school appoints the curriculum leader to discuss teaching activities and environment set-up with teachers of all grade levels through attending meetings so as to connect and adjust the content and activities of all grade levels. Teachers conduct teaching reflections regularly and review the teaching effectiveness upon completion of the themes and at the end of each school term. They also review strategies for improving teaching which serve as a future reference for adjusting the activities and learning content. Teachers consolidate and analyse the child assessment information. They follow up on the needs of children from different classes. Building on this foundation, the school may further make use of such information to supplement curriculum reviews and inform curriculum planning.
- 2.4 The school puts emphasis on children's moral cultivation. Relevant elements are incorporated into the curriculum with stories and extended activities to guide children to practise good behaviour. The school has joined external support programmes in recent years to enhance teachers' skills in teaching and activity design. Children learn to care about their peers as the school organises activities such as encouraging children to send greeting cards or artwork to each other. K3 children are appointed as "Politeness Ambassadors" to take care of junior schoolmates and apply the virtue of helping others. In tandem, the school invites parents to pay more attention to and recognise children's performance to strengthen children's good behaviour by giving

concrete commendation, thereby putting forward moral cultivation together. Children are self-disciplined and able to follow teachers' instructions. Children are lively and polite. They take the initiative to greet others and express gratitude. Promotion of the major concern can facilitate children's moral development.

- 2.5 In this school year, the school has considered fostering children's reading interest as another major concern. The school utilises community resources properly to increase a wide range of books with reference to children's interests, hence enriching the quantity and category of books. For the purpose of increasing children's opportunities to read, the school arranges children to read books before the morning and afternoon assemblies. Children are also encouraged to read at home with the book borrowing arrangement. Teachers recommend books on a regular basis to arouse children's reading interest. Moreover, the school organises teacher training and storytelling by parents to progressively implement the work from different perspectives. As observed, children took the initiative to select books and read before the morning and afternoon assemblies. Books are neatly displayed in the reading corners in classrooms, where children can read quietly. Teachers are recommended to optimise the set-up of the corner in order to further create a reading atmosphere.
- 2.6 The school environment is bright and comfortable. The corridor is decorated with potted plants grown by children. Children's artworks are also displayed on the walls for their mutual appreciation. In terms of free choice activity arrangement, teachers design different corner activities for children to consolidate and extend the learning of themes through hands-on experience. Children enjoy engaging in activities. They get along well with peers during play and make records of their participation in the corners upon completion. Children are involved in their roles in the imaginative play corner by washing up themselves, preparing meals and enjoying cuisine from around the world. The set-up of the corner is conducive to unleashing children's imagination and cooperation with peers, thus facilitating their social development. A wide variety of abundant materials are available for children to use in the art and craft corner. Children paint and make collages with effort. Furthermore, K3 children work together to construct a small-scale model of the community which gives a full play of their creativity. Teachers design exploratory activities to stimulate children's curiosity. Children make attempts to create static electricity to attract other objects, explore different materials that reflect images and so forth. Teachers observe children's performance and provide assistance

accordingly. They also play with children. After the activities, teachers invite children to share their feelings and present their artwork. Teachers may highlight the discoveries and difficulties children encountered during play to help them organise their experiences and consolidate their learning.

2.7 Teachers are kind and amiable. They care for and have good relationship with children. Teachers often commend and recognise children's good behaviour. They adjust the homework arrangement based on children's needs and provide individual guidance during activities, thus catering for children's needs. Teachers are well prepared for lessons by making optimal use of real objects, pictures, real-life contexts and real examples to supplement teaching, thereby facilitating children's understanding of the learning content and enhancing their interest in learning. Teachers give explanations clearly and use questions to encourage children to express their ideas. Teachers also design different music activities to lead children to sing, tap the beat with musical instruments or create body movements along to the music. Children are devoted to the activities and experience the joy of music activities. Children are assigned to have focused physical activities twice a week, according to the learning objectives that have been set. Teachers are advised to add relevant items to the activities for the rest of the week for children to choose from, thus helping them consolidate what they have learnt.

2.8 Children love to go to school and are interested in learning. They are curious and observant of their surroundings, connecting their learning with daily lives. Children are willing to share their knowledge and experiences while answering teachers' questions actively, showing good language expression skills. They also possess good self-care abilities as they organise their personal belongings and assist teachers in tidying up.

3. Recommendations for Enhancing Self-improvement of School

The school recognises the rationale of SSE and has put it into practice in the daily work. When formulating work plans, it is recommended that the management leads teachers to map out the corresponding success criteria of the task objectives, thereby assessing the effectiveness of the plans in a focused manner. The school may also integrate various review results and make good use of child assessment information to serve as a reference when devising the major concerns for the following year. The school strives for advancement in the domain of learning and teaching. It should cancel the inappropriate homework content and the primary one mock interview so as to meet children's developmental needs.