

School No.: 549169

Quality Review Report (Translated Version)

**Evangelize China Fellowship Blessings
Creativity Kindergarten**

Tsz Hong Estate, Tsz Wan Shan, Kowloon

19, 20 & 22 November 2018

**Kindergarten Inspection Section
Education Bureau**

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

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 19, 20 & 22 November 2018

- 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 followed up the recommendations of the previous Quality Review. It has been striving to promote parent education in phases by inviting parents to be volunteers and providing them with different seminars. The major concern of this year is to strengthen parent education to enhance parents' parenting skills. The school has organised activities for parents to exchange views and experiences in parenting. The mutual support and encouragement among parents themselves help strengthen their competence in parenting.
- 1.2 The management steers teachers to conduct school self-evaluation and formulate directions of school development. In response to the trends of curriculum development, the school chose promoting learning through play as their major concern of last year. The school has provided teachers with relevant training to enable them to design fun-filled games that offer children more opportunities for free exploration. The expected outcome has been well-achieved. Besides, the school has devised monthly topics for its moral education programme starting from last year. Relevant stories have been chosen, and parent-child activities have also been arranged to strengthen children's moral development. The school plans its work from the perspectives of teacher training and parents resources. It manages to synergise the efforts of its stakeholders to support the implementation of the major concerns. The work plan has been properly devised.
- 1.3 The school accepts and cares about children's diverse needs. It creates an inclusive atmosphere for children's pleasurable learning. The school has developed a mechanism for identification and referral, and in collaboration with external professionals, to support children in needs at an early stage. In meeting non-Chinese speaking (NCS) children's learning needs, the school adjusts homework content and uses grouping strategies to strengthen care of them. These measures are suitably planned to facilitate NCS children's early integration into school life.

2. Learning and Teaching

- 2.1 The management leads teachers to design learning activities by making reference to teaching packages, and arrange visits for children according to teaching themes in enriching their life experiences. The school encourages parents to share books with children and participate in children's play activities which help parents understand children's learning. The school's curriculum is comprehensive and able to instil in children positive attitudes, and help them develop skills and acquire knowledge. However, the school has arranged dictation and difficult homework for K3 children in the second school term during activities for preparing children's transition from kindergarten to primary education. This arrangement is inappropriate. The school must immediately improve the homework design and cease the arrangements of dictation. The school provides sufficient time for children to join free choice, physical and art activities every day, but the music activities for some classes are not conducted on a daily basis. The school should revise the daily schedule to provide children with balanced learning opportunities, with a view to facilitating their whole-person development.
- 2.2 The school observes children's learning continuously and provides thematic assessment reports to parents regularly. Teachers have been keeping observation records for analysing children's abilities in different activities. Teachers meet parents and offer them with recommendations in fostering children's healthy growth. However, the school is advised to conclude children's performance at different learning stages to help parents grasp the overall development progress of their children in a timely manner. The school should also make good use of the assessment information to inform the curriculum so as to improve the effectiveness of learning and teaching continuously.
- 2.3 The school put additional effort in promoting learning through play in the previous school year. Through external training as well as internal sharing and discussion, teachers' abilities in setting up classroom environment and conducting play activities has been enhanced. The management leads teachers to design various play activities, a day in a month has been designated as a "Play Day" that children may manipulate different constructive toys and exploratory materials freely with their peers of the same grade level. On "Play Day", children enjoy engaging in designing the rules of play activities and creating artwork. For the sake of enhancing the effectiveness of children's learning through play, the school should consolidate the experiences from organising "Play Day", and pull together the professional capacity

of the teaching team to continue to explore ways of incorporating more play elements in daily teaching activities, so as to provide children with joyful learning experiences every day that promote their effective learning.

- 2.4 The school has been attaching great importance to fostering children's moral development. Teachers set moral objectives such as friendliness and courtesy, etc. with reference to the learning themes. Children get initial understanding of good virtues and behaviour through stories with morals. Moreover, teachers have designed appropriate tasks like inviting children to be the "Courtesy Ambassadors" to greet arriving peers in the morning to cultivate children's politeness. The school has also organised parent-child activities to encourage parents to appreciate children's performance and give them timely praise. Children have been developing good living habits and attitudes as a result of home-school cooperation. The expected goals have been achieved. The school continues to foster children's moral development and regards this as its concern of this year. Nevertheless, the school should improve its learning and teaching through the self-evaluation process and analyse the effectiveness of the plan objectively. Based on last year's experiences, the school should further adjust the strategies of nurturing children's moral development and infuse appropriate teaching designs into daily learning activities, so as to provide children with more opportunities to learn and practise good behaviour in their school life.
- 2.5 The management has been leading teachers to devise curriculum and develop teaching plans. Through observing lessons, scrutinising documents and attending curriculum review meetings, the management understands the state of curriculum implementation and guides teachers to modify the teaching design. Teachers have developed a habit of reflecting on their teaching. They review the thematic teaching content based on children's performance and make recommendations for improving teaching effectiveness. The school conducts peer lesson observation regularly to enable teachers to learn from one another and share teaching experiences. The management should set focuses of lesson observation with reference to the annual development emphasis in learning and teaching so that teachers can examine and explore appropriate pedagogies in achieving the goals of the school's major concerns.
- 2.6 Teachers are enthusiastic in setting up the classrooms. Children's artworks are used to decorate the classrooms which enables children to appreciate one another. Teachers fully utilise the indoor play area to shorten children's wait time in their sequenced games. The arrangement allows children to have adequate amount of

exercise. The design of free choice corners is interesting that allows children to discover natural and daily life phenomena through observation and exploration by themselves. Most teachers participate in children's corner activities to monitor their learning and they offer support to children in a timely manner. Yet, some teachers are not able to adjust their teaching strategies and ways of questioning flexibly to cater for children's performance and response during lessons. The management should enhance teachers' skills in interacting with children so that teachers can address children's individual needs to help consolidate and extend children's learning more effectively.

2.7 Children are pleased to participate in class activities. They are attentive and courageous to express themselves. They are well behaved and disciplined that they follow teachers' instructions closely during toileting and learning activities. Children display good social skills that they would invite peers to play together. They demonstrate courtesy to and understanding of each other. Children exhibit good self-care abilities that they are able to tidy up after meals and activities so as to keep the environment neat and tidy.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school has established its annual development plan through school self-evaluation. The management is required to lead teachers to evaluate the effectiveness of work plan objectively, explore conducive ways to accomplish the work plans, and review the work progress and practicability of the objectives in good time, with a view to adjusting the strategies and goals of work in a timely manner. Last year, the school held "Play Day" once a month to tie in with its major concerns. Children have been engaging to participate in exploratory games. The school should consolidate the experiences and explore feasible learning and teaching strategies to further infuse play elements into daily learning activities in enhancing the effectiveness of learning through play.

3.2 The school must revise the daily schedule to provide children with balanced learning experiences. It should also summarise children's performance in time to help parents understand their children's development at different stages. Moreover, the school should immediately revise the content of homework and cease the arrangement of dictation during the period of primary-one transition programme so as to meet children's developmental needs.