

**School No.: 549169**

# **Quality Review Report (Translated Version)**

## **Evangelize China Fellowship Blessings Creativity Kindergarten**

**Tsz Hong Estate, Tsz Wan Shan, Kowloon**

**22, 23 & 25 October 2024**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 22, 23 & 25 October 2024**

☒ **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 grasps the operation and development of the school through regular meetings. It participates in school activities and teaching staff gatherings to understand the needs of children and parents as well as caring about the work situation of staff. In addition, the leadership team gives advice and support to the school in a timely manner. The school team is stable and team members work well together. They all uphold the school mission of nurturing children with love and care. The management communicates closely with teachers. They achieve consensus and build a rapport at work, promoting the advancement of the school with concerted efforts.
- 1.2 A school self-evaluation (SSE) mechanism is in place. The school applies the cyclical concept of planning, implementation and evaluation to plan and carry out tasks. It has pragmatically followed up on the recommendations of the previous Quality Review to improve learning and teaching in different aspects including the learning content, activity schedule and child assessment. The management leads the team to take reference from stakeholders' views to formulate development focuses that are in line with the school context. In recent years, the school has been regarding promoting Chinese culture as its major concern. It has put much effort into advocating traditional virtues and strengthening the cultivation of good morals in children. In respect of the implementation strategies, the school designs suitable learning activities for children while creating opportunities to encourage parent

participation for synergising parents' efforts to reinforce the delivery and effectiveness of the work.

- 1.3 The school caters for learner diversity that proper measures are taken to support children's needs. For instance, it employs play to let non-Chinese speaking (NCS) children learn and use Chinese in a relaxing atmosphere. Besides, it identifies and provides referral services to children with special needs the soonest while keeping on liaising with professionals to follow up on children's progress. Moreover, the school organises progressive adaptation activities for children who are newly admitted and those from K3 to help them integrate into the new learning environment as soon as possible. In respect of parent-related work, the school maintains good communication with parents through an array of channels to share the development of children with each other. In tandem, parents' day and lesson observation are held for parents to have a deeper understanding of the school's curriculum rationale and their children's learning. The school also arranges talks and workshops about different themes according to the needs of parents to help them sharpen their parenting skills as well as remaining healthy physically and mentally. Parents and graduates are willing to serve as volunteers at school to assist in carrying out activities, supporting the school work.

## **2. Learning and Teaching**

- 2.1 The school adopts a thematic learning approach to plan and implement an integrated curriculum that covers all learning areas, fostering children's comprehensive development. The teaching team refines the school-based curriculum unceasingly. In recent years, it has examined and revised the teaching content and materials while adjusting the homework design and reducing the amount of copying to meet the abilities and needs of children. Additionally, the school designs a balanced daily

schedule for children to take part in various activities every day, hence they construct knowledge and accumulate experiences through play to learn and grow happily.

- 2.2 Teachers continuously observe and record the daily learning of children. They assess children's performance based on the learning focuses of the themes. Through regular distribution of assessment forms, face-to-face meetings, etc., teachers keep parents informed of the progress and needs of their children in different aspects at opportune times, thus joining forces to support children's learning. Furthermore, the school proactively improves the effectiveness of the summative assessment by devising appropriate assessment items in alignment with the curriculum objectives and setting clear criteria, which helps teachers evaluate children's development at the end of a school term and reflect the learning and growth of children accurately.
- 2.3 The teaching team embeds the SSE rationale in learning and teaching to improve the teaching quality in an ongoing manner. Upon completion of a theme, teachers earnestly reflect on the teaching effectiveness and make suggestions for follow-ups in view of the activity context and children's performance. The management scrutinises documents and holds meetings on a regular basis to monitor the curriculum implementation. According to the reflection of teachers, the management discusses with them improvement plans in aspects such as the curriculum content, activity design and teaching strategies. These plans are then carried out to refine the work. Upon such foundation, the team is advised to tie in with the major concerns of the school to evaluate the priority tasks of curriculum development more comprehensively, including consolidating and analysing related teachers' observation, parents' views and child assessments, so as to understand the work progress and effectiveness from different perspectives with a view to informing the planning for the next step.

- 2.4 In the recent two school years, the school has been devising major concerns to put effort into promoting Chinese culture. Since the previous school year, the school has considered benevolence, righteousness, propriety, wisdom and filial piety as the moral themes. It has meticulously designed corresponding learning activities for each grade level and prepared parent-child activity booklets to foster traditional virtues in children through home-school cooperation. At school, teachers shared with children classic Chinese stories and deeds of historical figures that contain moral elements, assisting children in better understanding the meaning of relevant positive values and attitudes. Furthermore, activities such as little angels of love, teachers' little helpers and greeting card sending were arranged for children to have opportunities in applying their acquired knowledge. At home, parents could scan the QR codes in the parent-child activity booklet to revisit the story content with their children. Parents also encouraged their children to complete the attached simple moral tasks like taking the initiative to greet others and offering seat to those in need, thus keeping pace with the school in nurturing children's good character and passing on traditional virtues. In this school year, apart from continuing the aforementioned work, the school also incorporates art activities with Chinese characteristics into the monthly game day for children to experience first-hand and learn to appreciate the dazzling variety of traditional art. Drawing on its experiences, the school may further integrate the relevant work into thematic learning and make use of daily teaching to help children learn more about the culture, development and achievement of the Motherland from different angles, building their sense of belonging and pride towards the country and cultivating their patriotism.
- 2.5 Teachers painstakingly set up the interest corners and teaching aids in classrooms to align with the content of the themes and children's interests, fostering children's interactions with the environment and their peers. Teachers create real-life contexts

and provide a wide range of materials for children to ignite their imagination and engagement in role-play effectively. Children put on aprons to simulate preparing dinner for their family members in the home kitchen using different ingredients and cookware. Alternatively, children dress up in doctor or nurse uniforms to imitate giving consultation to patients or dispensing medicine in a clinic. Through play, they link up what they have learnt with daily experiences naturally. Children show their curiosity in the exploratory zone. They use their hands to feel the texture of various materials, listen to and identify the sounds of different objects, and observe the properties of mirror reflection, discovering knowledge from sensory exploration. Teachers allow children to choose and schedule their preferred corner activities while giving assistance to children as necessary and guiding them to think of solutions to problems. Chinese-speaking and NCS children play and manipulate teaching aids together. They appreciate the artworks or the building block creation of one another, and jointly put away and pack the items used, getting along well.

- 2.6 Teachers plan different types of games and prepare plentiful teaching aids to lead children to grasp the learning content through interesting activities. During the activities, teachers purposefully provide children with opportunities of oral expression, and children eagerly respond to teachers' questions and share their life experiences. In the course of English or Putonghua games, children are willing to interact with teachers and peers in corresponding languages. Teachers arrange diversified physical activities to develop children's basic physical skills and body coordination. Teachers are recommended to improve the arrangement of circuit games or group activities so as to facilitate their observation of children's performance in each physical activity and provide timely guidance. The design of some music activities connects with the thematic content, but teachers must adhere to the learning objectives of Arts and Creativity to strengthen the music elements of

the activities for nurturing children's aesthetic sense. In respect of catering for learner diversity, teachers collaborate closely to apply proper strategies like body language and visual cues to help children engage in activities effectively, creating a learning atmosphere of care and harmony.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 Upon the existing foundation of SSE, the management is advised to lead the team to evaluate the work progress in a more comprehensive manner, including analysing the assessment information and review findings relating to the major concerns timely so as to understand the work effectiveness from multiple perspectives, and implementing the effective items on a routine basis, with a view to promoting the school to strive for excellence continuously.
- 3.2 The school may also keep pace with the development priorities and teachers' needs to arrange focused lesson observation to help the team to specifically discuss the design of learning activities and teaching skills. Through professional exchange and practices, the school can enhance the effectiveness of learning and teaching in an ongoing manner.