

School No.: 325619

Quality Review Report (Translated Version)

**The Endeavourers Chan Cheng Kit Wan
Kindergarten**

G/F, Tsui Shou House, Tsui Wan Estate, Chai Wan, Hong Kong

17, 21 & 23 June 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2021)

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Dates of Quality Review: 17, 21 & 23 June 2021

- 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 is concerned about the sustainable development of the school. It attends meetings and visits the school to play the role of monitoring and supporting the school. With care and respect for the school staff, the management creates an open culture to invite views from the team to enhance the effectiveness of collaboration for promoting the school development with concerted efforts. The school has established a school self-evaluation (SSE) mechanism. The management leads all teachers to take part in the SSE work and devise the major concerns of the year together. The school regards implementing positive education and enhancing children's social and physical development as the major concerns in this school year. The school capitalises on external resources to arrange relevant training for teachers and parents, and organise children's and parent-child activities. The management and teachers collect information in different ways such as conducting regular meetings and drawing up questionnaires, and review the progress of the major concerns together, which is conducive to enhancing the effectiveness of the work plan.
- 1.2 The school caters for children's diversity. It has put in place a mechanism to identify and support children in need, so as to provide them with professional support services as early as possible. The teaching team often shares their experiences and thoughts to formulate appropriate strategies to cater for children's diverse needs collaboratively. A harmonious and inclusive atmosphere is created effectively for children to immerse in school life. The school attaches importance to home-school cooperation. It maintains close communication with parents through diversified channels. It also uses social media platform and school website to let parents understand children's situation at school in a timely manner and obtain parent education information, so as to enhance their understanding of child development. The school has established a parent teacher association for years, which has become an effective bridge of communication between parents and the school. It also assists the school in organising different activities. The effectiveness of home-school

collaboration is demonstrated. The support and cooperation of parents have laid an important foundation for promoting school development.

2. Learning and Teaching

- 2.1 The school curriculum is designed using an integrated approach which covers different learning areas. It connects with children's everyday life experience, instils in them positive attitudes and helps them acquire skills and knowledge. In recent years, the management leads the teaching team to review and adjust the curriculum content, environment set-up and teaching strategies, making use of the stories of picture books to devise the themes and learning content for each grade level progressively, so as to enhance children's learning interest. Teachers also arrange diversified activities for children according to themes, such as exploration and snack making, which are effective in broadening their learning experiences. The school places emphasis on nurturing children's moral development. Teachers often encourage children positively and adopt different strategies to instil in them positive values and attitudes. Parents are also invited to record children's performance at home and their observation is shared by teachers, which helps encourage children to sustain their good behaviour. Yet, in regard to the daily schedule, the school has not yet arranged the time for music, physical and free choice activity for children every day. The school should improve the arrangement of daily schedule in order to facilitate children's balanced development.
- 2.2 The management has started to lead the team to use new assessment tools to systematically collate and analyse the assessment information of child learning experience since last school year, with a view to enhancing the effectiveness of informing the curriculum. Teachers formulate suitable assessment items according to children's development and teaching objectives. They assess children's performance in different areas comprehensively by continuous observation and record-keeping. The school has also formulated clear guidelines for teachers to strengthen their understanding of using the assessment tools. The school disseminates children's assessment information to parents regularly for them to understand their children's development progress, and provides suggestions for parents to help facilitate children's development. The school collaborates with parents to nurture children's growth together. The school has already consolidated and analysed the collected assessment information in a systematic manner to review the teaching effectiveness and inform the curriculum planning.

- 2.3 The school has developed a curriculum coordination, monitoring and review mechanism. The management attaches importance to the flexibility of curriculum planning. It attends regular meetings with teachers to plan and review the activities based on children's learning progress and interests. In addition, the management monitors the implementation of the curriculum by means of lesson observation and scrutinising the curriculum documents. The management leads the read-aloud activity to provide a good teaching demonstration for teachers and facilitate professional sharing among the teaching team as well. Currently, teachers' teaching reflection mainly describes the activity process and children's performance. It seldom proposes suggestions for improvement. The management must lead teachers to enhance their reflective abilities, including evaluating activity effectiveness in accordance with teaching objectives, and reviewing or adjusting the teaching strategies, so as to enhance the effectiveness of learning and teaching. The school must follow up the recommendations of the previous Quality Review (QR) to arrange professional sharing activities such as peer lesson observation to encourage the team to share their teaching experience and learn from each other, with a view to enhancing the professional standard collaboratively. The school has adjusted the homework design in recent years to include more elements of play. However, some homework for K3 children and the learning content during the kindergarten-primary transition activity are rather difficult. The school must review and rectify those arrangements accordingly to ensure that they meet children's abilities and learning needs.
- 2.4 The school's major concerns in this school year are implementing positive education and enhancing children's social skills. The school participates in the programme held by external organisations and implements the major concerns from different perspectives, such as introducing teacher training, revising curriculum content and organising parent-child activities. Teachers endeavour to put what they have learnt into practice. For example, they design learning activities using project approach based on the stories of picture books, thereby developing children's positive thinking and fostering their care about others using different learning modes. Moreover, teachers design group games to encourage children to collaborate with one another so as to strengthen their social and cooperative skills. At this current stage, teachers practise their knowledge gained from trainings in individual activities. The effectiveness of the major concerns is gradually shown. However, the relevant activities are generally conducted independently. The school has not yet developed

a holistic planning to promote the sustainable development of the major concerns. The management is required to lead teachers to summarise the review results, and further practise their knowledge gained from training. The school is required to explore the ways to infuse relevant skills into regular learning activities so as to enhance children's learning effectiveness. In assessing the effectiveness of the major concerns, apart from reviewing the effectiveness of individual activities, the school is also required to examine the benefits for child development by focusing on the objectives of the major concerns. Thus, the strategies can be rectified in a timely manner and the overall effectiveness of the work plan can be enhanced.

2.5 The school regards enhancing children's physical development as another major concern of this school year. The school participates in the support programme of external organisation to invite teachers and parents to join the workshop in order to deepen their knowledge on children's physical development. The school also encourages parents to engage in physical games with their children at home so as to increase children's opportunities of doing exercises. The school is planning to use the assessment data of children's physical development as feedback to the curriculum design. It heads towards the right direction and the effectiveness is yet to be observed. Currently, teachers arrange skill training, group games, etc., for children to stretch their bodies in different ways when conducting physical activities. Meanwhile, for the sake of arousing children's learning interest, children are also free to use sports materials for playing games. Yet, children are allowed to choose to engage in relatively quiet activities such as role-playing in the imaginative play corner nearby, and they may have insufficient amount of exercises. The school has to review such arrangement to ensure that children have adequate amount of exercises during physical activity time.

2.6 The school has undergone renovation works in recent years to renew and add the teaching facilities as necessary, with a view to creating a favourable learning environment for children. The activity room has been renovated to provide space for teachers to conduct diversified activities such as snack making and art creation according to the picture book content. Teachers tie in with themes to design interest corners in the classroom. They also adjust the set-up and the activities of the corners flexibly according to children's interests and abilities, which is effective in arousing children's interest in participating in the activities. From observation, children are familiar with the routine of free choice activities and they are keen to participate in corner games alone or with peers. They pretend to take care of family

members in the imaginative play corner, manipulate musical instruments in the music corner, or cooperate with others to build blocks in the construction corner. Some children like to choose various materials for their art creation freely in the art and craft corner. Their work fully reflects their rich imagination and creativity. When conducting free choice activities, teachers focus on observing and supporting children's learning. However, teachers should take a step further to take part in children's play and to inspire and give feedback by asking questions, encouraging discussion, etc. They should also provide children with more opportunities to share their experience and feelings after the games, so as to facilitate the interaction and learning between children and their peers, and enhance their learning effectiveness in the interest corners.

2.7 Teachers are amiable and friendly. They have built harmonious relationship with children. Teachers give children individual guidance appropriately in accordance with children's abilities and needs. They also adopt classroom skills such as repeating prompting to engage children in learning. Teachers are passionate towards teaching. They design diversified extended activities conscientiously for children to learn through exploration, experiment and experience, which is effective in enhancing children's learning motivation and effectiveness. Teachers arrange diversified music activities for children to sing, perform rhythmic movements and play together in great fun.

2.8 Children like going to school. They actively respond to teachers' questions, take the initiative to greet others and express their thoughts to peers. The school arranges read-aloud sessions for K2 and K3 children every day. Children are enthusiastic about reading the stories and discussing the plots, showing good language abilities. Children like engaging in cooperative play. Non-Chinese speaking children get along well with peers and enjoy participating in various activities, demonstrating good social development. At the end of the activities, children tidy up the materials by themselves to keep the classroom clean. They also have good self-care abilities. They change shoes and put down their school bags on their own when they arrive at school.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school has put in place an SSE mechanism. The teaching team unites together and strive to enhance the professional standard so as to meet the school's development needs. The management must continue to lead the team to analyse the

school context and set up clearer development objectives and success criteria that aim at facilitating children's development and learning. Moreover, it is necessary to use children's performance as evidence to assess the effectiveness of the major concerns in a focused manner. Also, the team has to discuss the priorities of the future tasks based on the SSE results in order to promote the school's sustainable development.

- 3.2 In recent years, the school has been promoting its curriculum development continuously. It designs diversified activities based on the stories of the picture books to enrich children's learning experiences. Yet, the school must improve the arrangement of daily schedule to ensure that children are provided with adequate opportunities to engage in music, physical and free choice activities every day for promoting their balanced development. Also, the school has to adjust the homework for K3 children and the arrangement of kindergarten-primary transition activities to meet children's abilities and developmental needs. The management should lead the teaching team to enhance the effectiveness of conducting reflection and follow up the recommendations of the previous QR by arranging peer lesson observation and other professional sharing opportunities, in order to facilitate teachers to learn from each other and strengthen their professional competence together, with a view to enhancing the effectiveness of teaching.