

School No.: 519499

Quality Review Report (Translated Version)

Fanling Assembly of God Church Grace Light Kindergarten

**Wing B & C, G/F, Yin King House, King Shing Court,
Fanling, New Territories**

12, 13 & 20 December 2018

**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: 12, 13 & 20 December 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 leadership team supports the school's work. They allocate resources to add more teaching facilities to enhance children's interest in learning activities. The principal and two senior teachers have taken up their posts successively in the past two years. They are willing to listen to teachers' views and build a harmonious and collaborative relationship with teachers gradually. The school establishes a task force. The management encourages teachers to take part in the coordination work. They also arrange school-based teacher training, programmes of exchange and observation to facilitate teachers' professional development. The teaching team cooperates and coordinates among team members to promote the school's development with concerted efforts.
- 1.2 The school maintains close communication with parents to understand children's different needs. Meanwhile, a mechanism is in place to identify children with special needs. In light of children's needs, the school provides support or referral services to children so that they can receive appropriate assistance. Besides, the school arranges parent education seminars to help parents acquire parenting skills. It also organises parent-child activities for parents to observe and understand their children's learning progress during activities. Parents trust the school and agree to the school's mission of fostering children's whole-person development. They are willing to assist the school in implementing activities. A solid foundation has been established for home-school cooperation.
- 1.3 The school has followed up the recommendations of the previous Quality Review. The management leads teachers to review the school's work performance in each area and devise relevant success criteria for evaluating the effectiveness of the work plan. The school sets promoting children's learning as the core work. In these two years, the school has regarded cultivating in children active exploratory attitude towards learning as the major concern. Last school year, the school arranged training to help teachers grasp the teaching approach of using play as a learning strategy. Relevant learning activities had been carried out in K2 classes. Through

peer lesson observation and professional sharing, teachers were able to exchange ideas and learn from one another. The school has implemented relevant teaching strategies in all grade levels for this school year and refined the activity design in an ongoing manner. Another major concern in this school year is to strengthen moral education. In addition to infusing moral elements into the curriculum, the school also capitalises on home-school cooperation strategically to enhance the effectiveness of the work plan. Various work has commenced smoothly.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages in planning learning content. It adopts an integrated curriculum approach with themes, covering different learning areas. In light of children's life experience and interests, the school arranges project activities. Visits, festive activities and so forth are also arranged according to the learning themes to enrich children's life experience. The curriculum is comprehensive. The school cultivates children's interest in reading by launching a parent-child reading programme. Yet, the school promotes parent-child reading by taking the form of a competition which causes parents to put too much emphasis on the number of books the children have read. This has deviated from the purpose of nurturing children's interest in reading. The school should cancel any means of competition and encourage parents to engage in post-reading activities with their children, such as discussing the content of the books and drawing favourite story characters to extend the fun of reading. The school provides children with sufficient time for free choice activities. However, in daily integrated music and physical activities, children either have sufficient amount of physical exercises or sufficient time to enjoy the fun of music. The school must review the effectiveness of the activity design and make improvement so as to facilitate children's balanced and all-round development.
- 2.2 The school cultivates in children an active exploratory attitude towards learning by means of appropriate strategies. Teachers of each grade level place materials related to learning themes in the simulation corner of the classroom, enabling children to explore ways of manipulating things in imaginative play. Teachers guide children to review the process of play activities and encourage them to express their views as well as making suggestions to set up the simulation corner. Based on the result of the discussion, children make or add appropriate items with teachers and peers to enrich the set-up of the corner in a step-by-step manner. They also modify

the methods or content of the imaginative play to make the activities more diversified. Children engage themselves in the games. During the discussion and preparation process, children's collaboration, problem-solving and verbal communication skills are enhanced while developing an active exploratory attitude. The implementation of the work plan is smooth and these efforts have been gradually delivering results.

- 2.3 The school strengthens moral education for this school year. It arranges children from different classes to be "courtesy angels" and greet schoolmates who arrive at school, enabling children to learn the attitude of treating others in a polite manner. By means of storytelling, singing nursery rhymes, contextualised discussion, etc., teachers introduce good behaviours to children. The school holds seminars on moral education for parents and encourages them to praise their children's good behaviours more often. The school cooperates with parents closely to nurture children's moral development. Children play with peers in harmony. Before participating in art activities, children help each other wear aprons. They also line up when participating in activities. However, the school has developed too many learning focuses on moral education for each grade level while some focuses do not meet children's abilities. Furthermore, the way in assessing children's performance in moral development is inappropriate. The school should design learning focuses and suitable moral education content in light of children's development and individual diversity. It should adopt continuous observation to understand children's moral development and give positive feedback, with the aim of cultivating in children positive values and optimistic attitude.
- 2.4 The school sets assessment content for continuous observation according to the objectives of learning themes. It develops learning portfolios to maintain records of all sorts of children's work and assessment information. Teachers consolidate various information every school term to compile a summative assessment on children's performance and inform parents about their children's learning progress. However, the school reports children's performance in each learning area by using grades which will lead to comparison among children. The school should cancel such way of measuring children's performance and uphold the purpose of assessment for learning.
- 2.5 There is sufficient activity space in the school's indoor play area. The management encourages teachers to conduct integrated music and physical activities for children every day. But from observation, teachers' activity design focuses on arranging music or physical activities separately which is not able to integrate music and

physical education in the activities. Moreover, teachers arrange time for children to choose the facilities they like. Yet, some activities such as constructing blocks, simulation games in the family corners and so forth are irrelevant to music and the amount of physical activity is insufficient. The school should review the activity arrangement and the effectiveness of children's learning, and take follow-up actions for improvement so that children can have sufficient music and physical activities every day for facilitating balanced development.

2.6 The management steers teachers to implement the curriculum continuously. They organise peer lesson preparation and observation for teachers to develop a culture of sharing and exchange progressively. The school reduces the amount of homework this school year so that children can have more time to learn through play. Teachers often conduct teaching reflections. They are able to put what they have acquired from training into their teaching and review the teaching effectiveness. They regard children's needs as the focus of their reflections and propose appropriate improvement measures. For example, teachers propose to extend the evaluation and discussion session after free choice activities so that children can share more with peers and teachers; teachers adopt appropriate teaching strategies according to children's characteristics, etc. In recent years, the school has actively promoted the development of learning and teaching. However, teachers have not yet fully grasped the skills of designing and conducting integrated music and physical activities. As a result, it fails to achieve the expected target. The school should take into account the priorities and actual needs to better plan the development pace of its work. Before the implementation of new teaching arrangement, it is necessary to familiarise teachers with the teaching strategies in order to enhance children's learning effectiveness.

2.7 The school displays children's artwork which are created individually and collaboratively in the classrooms as well as corridors. The artworks include colourful two-dimensional and three-dimensional works which are related to children's life experiences. Children can appreciate the work of peers and revisit their learning. Teachers decorate the classrooms in accordance with the themes. A number of learning corners have been set up with sufficient learning materials in place. Teachers also display hints about the rules of games and guiding questions at the corners. Children love playing constructive games. They engage in role-plays with peers at the imaginative play corner and reading quietly. Children pay attention to the questions or hints displayed at the learning corners. They

manipulate the materials of sensory learning and enjoy the fun of play. Teachers walk through the classrooms and participate in children's activities, they give guidance or encouragement when necessary. After free choice activities, children pack the learning materials in an orderly manner to maintain tidiness of the classrooms, demonstrating good self-care abilities.

- 2.8 During the thematic discussion, teachers make use of pictures, real objects, videos, etc., as teaching aids and ask children questions to stimulate their thinking. Teachers respect children's ideas and conduct further discussion. During storytelling activities, teachers use facial expressions, voice and gestures to catch children's attention. They also design theme-related sensory games to facilitate children's learning. Yet, sometimes teachers fail to arrange children's seating properly. Some children have difficulty in seeing the teaching aids demonstrated by teachers clearly, thus affecting their engagement in the activities. Teachers should pay more attention to children's reaction during lessons and flexibly change the seating arrangement when necessary to engaging the children in the learning. Teachers are kind and friendly. They often praise and encourage children. They also notice the individual differences of children. In light of children's abilities, teachers give additional individual guidance and adjust the amount of homework. Children are willing to respond to teachers' questions. They actively help peers and learn to respect and accept others.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management should strengthen their professional leadership. In guiding teachers to implement integrated music and physical activities, they should accurately evaluate the school's development foundation and challenges ahead, so as to formulate the development strategies of the key tasks. Besides, the school must arrange for children sufficient opportunities to engage in music and physical activities every day with the aim of fostering the well-being of children.
- 3.2 The school should reinforce the curriculum management. To facilitate children's learning, the school is advised to develop appropriate parent-child reading programme and learning focuses of moral education in accordance with children's abilities, interests and learning needs. In addition, the school must stop using grades to report children's performance in each learning area and moral development so as to uphold the principle of assessment for learning.