

School No.: 156230

Quality Review Report (Translated Version)

**Fanling Baptist Church Lui Ming Choi
Kindergarten**

3 Sha Tau Kok Road, Fanling, New Territories

28, 29, 30 May & 3 June 2019

**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: 28, 29, 30 May & 3 June 2019

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 keen to promote school development. It plays the role as a supervisor to allocate resources where appropriate and supports the school to formulate long-term work plans, backing up the school's provision of quality kindergarten education. The management fully understands the current opportunities and challenges being faced by the school. It understands child development and the rationale of kindergarten education well. The management is visionary and leads the team with professional capacity. It carefully makes critical assessment of the current situation to devise a development direction for the school, which is effective in uniting the team to seek consensus on the task objectives. Members of the team collaborate with each other and discharge their duties in different positions, they turn their ideas into implementation plans with concerted effort and put all work plans into action strategically.
- 1.2 The school's self-evaluation (SSE) mechanism is well developed and the SSE culture is established as well. The school draws up clear plans for all activities and reviews the effectiveness afterwards. It raises pragmatic suggestions to enhance the activity design. The school has followed up the recommendations of the previous Quality Review to improve the daily schedule arrangement for children to have balanced learning opportunities every day. After observing and analysing children's daily learning and behaviour, the team has set the major concerns as enhancing children's language abilities, promoting exploratory learning and nurturing children's moral development in recent years, so as to respond to the developmental needs of children and the trends of kindergarten education. The school devises comprehensive strategies and takes equipping the team as the starting point of the implementation of the plans. Through providing teacher training, the team develops shared values and enhances its teaching skills, thereby trying out new teaching methods and accumulating experience. The school maps out the steps of implementing the plans properly, conducts timely reviews and reflects on the plans earnestly. It applies the cyclical process of SSE to promote the school's sustainable development.

- 1.3 The school regards parents as partners and makes good use of different channels to maintain close liaison with them. In addition to sharing children's performance through daily communication, it also reports its development plans and work outcomes to parents through school website or newsletters, with a view to strengthening the transparency of its teaching and administration. The school consults the opinions of parents and arranges appropriate parent education and social activities for them, the activities are well received. Parents actively take part in parent-child activities and are pleased to engage themselves in voluntary services. On the basis of mutual trust and support, the school works with parents to facilitate children's healthy growth.
- 1.4 The school attaches great importance to children's developmental needs. It plans the admission arrangement properly for newly-admitted children to help them adapt to the school environment and life. It also organises seminars for parents of newly-admitted children to share with them its curriculum principles. There is a mechanism to identify and refer children with special needs to provide them with appropriate support. The school arranges primary school visits for children and parents to let them understand the curriculum and learning mode of primary school. It also organises a series of activities about primary school admission to invite the principals of a number of primary schools within and outside the district to give parents an on-site introduction on the characteristics of their schools, so that parents can have a deeper understanding of the educational directions and primary one support measures of different schools. The above arrangement can ease parents' worries of selecting primary schools and preparing their children for promoting to primary school.

2. Learning and Teaching

- 2.1 The school formulates the school-based curriculum based on children's interests and life experiences. The curriculum content is comprehensive, covering the acquisition of knowledge and skills as well as the cultivation of positive attitudes. The school selects topics that are familiar to children to design the teaching themes. The curriculum is designed in an integrated approach with themes or stories, covering the elements of all learning areas. Children learn joyfully in the fascinating and coherent activities. The effectiveness of the integrated curriculum is observed. Teachers develop exploration directions and learning focuses with children in light of their prior experience and interests. They conduct project learning at a greater

depth on topics of children's interests, which is able to enhance children's autonomy in learning and in turn arouse their interest in the activities. With respect to the daily schedule, children have sufficient opportunities to participate in music, physical and free choice activities for facilitating their balanced development. The school assigns one day per week as the activity day for children to develop their potential and interests through dancing, art creation, role-play and other activities. The school-based curriculum content is rich and comprehensive which can provide children with diversified learning experiences to facilitate their whole-person development.

- 2.2 The school assesses children's performance through continuous observation and making records. The assessment content is comprehensive which is in line with the curriculum objectives. The school provides assessment guidelines for teachers to help them assess children's performance more holistically and objectively. Inside children's learning portfolios, there are children's summative and formative assessment information, their work and school life highlights. The portfolios record children's learning and development progress. In distributing the portfolios, teachers meet parents to report their children's development progress. The school collates and analyses children's assessment results as reference of reviewing the curriculum and the effectiveness of the annual plan every school term. The team also makes reference to the general phenomenon of children's development in different areas to determine the development directions of the school in the next school year.
- 2.3 The major concern of the school in the previous school year was enhancing children's language abilities. It strengthened teachers' understanding of child language development and the principles of language teaching while enhancing the design of school-based language activities. Teachers select teaching materials flexibly and adopt different strategies for children to apply the language in a meaningful and real context. For example, children are arranged to write greeting cards and read simple cooking flowchart in accordance with festivals and snack cooking activities. Furthermore, teachers select interesting books to design activities of teaching modules. Teachers tell children stories and guide them to understand the texts and feel the fascinating characteristics of the illustrations, enabling them to learn different concepts from reading. Teachers encourage children to unleash their imagination and creativity to make adaptation or create imitative work of the stories by using visual arts such as drawing and collage, subsequently developing a class-based

storybook. As observed, K1 children are attentive in listening to the stories. They follow teachers' guidance to observe the pictures while guessing the story content. They also imitate by performing body movements which helps them comprehend the story better. Children express joyful or disappointing emotions when they are impressed by the experiences of the characters in the stories. Teachers are skilful in using picture books to plan the activities of the teaching modules and apply the skills to daily teaching, the efforts have been delivering positive results.

2.4 The school team has strived to facilitate children's learning through exploration for years and regarded this as the major concern this school year to foster children's inquisitive spirit further. Through internal professional exchange and collaborative lesson planning, teachers have deepened their understanding of exploratory learning principles and the implementation approach, meanwhile putting these into practice in daily activities. Teachers encourage and interact with each other through peer lesson observation to enhance their teaching skills and abilities in designing activities unceasingly. They formulate focuses of exploration for each learning theme and use questioning to stimulate children's curiosity and thinking towards relevant things. Children are enabled to explore through different senses in the activities to look for answers. In line with the exploratory theme, teachers set up interest corners for children and observe their performance in free choice activities to understand their relevant life experiences, interests and queries, thereby setting directions of exploration and adjusting the focuses of thematic teaching activities to help children understand things from different perspectives and construct new concepts step by step. Children are eager to learn, they enjoy learning by doing and like sharing their discoveries with peers and teachers. The overall impact of the work plan is significant.

2.5 The school cares about children's moral development. It puts emphasis on enhancing children's self-care abilities, sense of responsibility and positive attitude of caring for others this school year. The school implements various measures to let children express care to and serve others in the campus. It also arranges learning activities related to life skills for each grade level to develop children's self-care abilities. K1 children learn to wear and take off their jackets, and fold handkerchiefs on their own; K2 children learn to make snacks and hang their towels using hangers; K3 children learn to wring out towels, thread and tie shoelaces, etc. Children learn by doing and experience the sense of success after completing the tasks, thereby developing the ability and confidence of bearing responsibility. The

school invites parents to observe their children's performance at home and praise their good behaviour so as to encourage children to be persistent. Children are obedient and polite, they take the initiative to greet people and always smile. K2 children assist teachers in lining up chairs before activities. K3 children help teachers pack and distribute teaching materials and stationery, they take turns to use the materials and are willing to share with each other when playing with peers. The work plan has achieved the expected outcomes.

- 2.6 The school has developed a sound mechanism to coordinate the curriculum. The management demonstrates its role of curriculum leadership to lead teachers to devise the curriculum outline, thematic teaching focuses and set up the assessment criteria. By means of classroom walkthroughs, scrutinising documents and providing in-class assistance, the management monitors the implementation of the curriculum and provides support for teachers. The teaching plans are developed with clear objectives by teachers. The activities are interesting and exploratory, leaving room for children to think and providing them with the opportunities to express their thoughts during the activities. As a result, teachers can grasp the effectiveness of the activities alongside children's abilities and characteristics. With reference to children's performance, the team reflects on the activity design and effectiveness from multiple perspectives such as the connection between different activities, the use of teaching strategies and questioning skills. Moreover, the team makes suggestions for improvement in a focused manner, promoting continuous improvement of the teaching plans and curriculum.
- 2.7 The school finished its expansion project last year to provide children with more spacious area for conducting different kinds of activities. Children's work of visual arts and project learning is all over the campus. Children create their work in diversified forms such as writing, pictures, knitting and pottery with unique features, reflecting children's creativity and commitment to the activities. Children can also appreciate each other's work. A variety of games is available in the interest corners in classrooms while corner materials, art materials and toys are also in abundant supply. Some imaginative play corners even provide real cooking and tableware for the use of children during role-playing. There is a wide range of Chinese and English books as well as themed-related picture books and child magazines in the reading corner. Teachers use soft mats and gauzy nets to decorate a cosy space for children to concentrate on reading. The school changes the venues for some activities in the second term so that children of the same grade level can share the

classrooms to take part in free choice activities. They can also interact with more peers from different classes so as to further develop their social and communication skills.

- 2.8 Teachers are well-prepared for their teaching. They consider children's prior experience and their performance in daily activities when designing learning activities. They use paper puppets, real objects, short videos, etc., to catch children's attention and inspire their thinking. Teachers are committed to conducting activities and creating a positive learning atmosphere. They make good use of different tones, voices and facial expressions to interpret stories in a vivid and fascinating way. In group and free choice activities, teachers provide individual guidance for children in need and adjust their assignments when necessary. During physical activities, children are divided into groups. When some children are arranged to take part in skills training, some can choose different equipment or materials freely to engage in other physical activities. This activity arrangement not only helps achieve the pre-set learning objectives, children can also explore freely in the physical activities. As observed, children play by means of different facilities and explore different ways to play with the materials. They also create innovative games with peers and select from a range of activities according to their preference. Under teachers' encouragement, children are happy to try challenging and varying methods to play. Children have sufficient amount of physical exercises. They are engaged in activities in light of their abilities and interests while learning joyfully.

3. Recommendations for Enhancing Self-improvement of School

The school has strong impetus for driving its future development. Under the guidance of the leadership team and the management, the teaching team keeps pace with the times to actively plan and implement kindergarten education which meets children's needs. The school may continue to explore the directions for sustainable development and enhance the curriculum through SSE in pursuit of advancement.