

School No.: 563331

Quality Review Report (Translated Version)

**The Hong Kong Federation of Youth Groups
Ching Lok Kindergarten**

G/F, Lee Ga Building, 129 Sai Wan Ho Street, Sai Wan Ho, Hong Kong

20, 21 & 23 February 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 20, 21 & 23 February 2023

- 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 cares about the school's development by providing professional advice and administrative support, as well as deploying resources in a timely manner for the school to make continuous progress. The school maintains close liaison with the affiliated kindergartens of the sponsoring body and capitalises on external professional resources to refine the policy on the assessment of child learning experiences and study distinctive teaching strategies with concerted efforts, which are effective in promoting curriculum development. The management guides teachers to share good practical experience and achievements with the kindergarten education sector for facilitating the professional growth of the teaching team. It also arranges training for teachers to keep abreast of the trends in education and enhance their professional competence. The management nurtures talents proactively and assigns duties to teachers in accordance with the school's development focuses. It also empowers teachers to coordinate and plan tasks in different areas and give full play to their leadership capacity progressively. The teaching team is stable and has a sense of belonging to the school. Team members are willing to equip themselves with new knowledge and keep pace with the times to contribute to the advancement of the school.
- 1.2 The school has a well-developed school self-evaluation (SSE) mechanism. It applies the cyclical concept of SSE in daily operation to continuously review for improvement of its work. The school has also followed up on the recommendations of the previous Quality Review to revise the daily schedule for increasing the learning effectiveness among children. Through collective discussions, the management leads teachers in making reference to stakeholders' views and the review findings to examine the work effectiveness in various areas and formulate development plans for the upcoming school year. Last school year, the school catered for its context and the needs of children to strengthen the school-based curriculum development. Optimising the mechanism of the assessment of child learning experiences and unleashing children's creativity through art activities were set as the major concerns.

The school devised clear goals and concrete implementation details of the plans. In this school year, the school regards enhancing children's abilities in active exploration as its major concern. The strategies of incorporating the elements of exploration into visits and environment set-up in a step-by-step manner are appropriate. Overall speaking, the school is able to determine the explicit development directions and make adequate deployment for the plans, resulting in smooth progress in work.

- 1.3 The school pays attention to learner diversity. A proper mechanism is in place to identify and refer children with special needs at an early stage. Teachers observe children's learning and liaise closely with parents so that children and families in need can receive assistance and support as early as possible. The school regards parents as important partners. It maintains two-way communication with parents, listens to their views sincerely and takes follow-up actions diligently. The school also invites parents to observe lessons at school and engage in volunteer services and parent-child activities so as to deepen their understanding of children's school life and learn about the school's development directions through different channels. In recent years, the school has referred to the *Curriculum Framework on Parent Education (Kindergarten)* to review and plan the work for parent education systematically in terms of parenting skills, physical and psychological health of parents and introduction to the school's curriculum, with an aim of arranging parent education activities that can better meet the needs of parents. For instance, inter-generational child rearing seminars are held for the carers to strengthen their mastery of parenting skills, thereby facilitating children to grow happily.

2. Learning and Teaching

- 2.1 The school has years of experience in planning its curriculum by using picture books. Teachers carefully select picture books that suit children's interest and needs and devise teaching objectives based on the story content. They design questions of different levels under real-life context and organise interesting experiential activities for children to understand the story content from various perspectives and practise what they have learnt, which are conducive to their learning. Teachers plan diversified activities proactively to enrich hands-on experiences of children. They also extend learning outdoors, for example, by holding beach clean-up activities under the theme of environmental protection, while inviting children to take a breath

of sea breeze and listen to the sound of waves, encouraging them to explore and learn with their senses. This school year, children are also taken to the Hong Kong Palace Museum to learn about Chinese culture. The school has refined its daily schedule in recent years by planning different kinds of activities properly in a way of alternating between active and quiet ones and arranging for children to learn in whole-class, group and individual modes, thus enhancing children's concentration and patience and fostering their balanced development. The curriculum of the school covers different learning areas and is comprehensive in content. However, the school is required to amend some homework in early childhood mathematics of K3 that is rather difficult to meet the developmental needs of children.

- 2.2 The school has been revising the policy on the assessment of child learning experiences in recent years. It helped teachers master their skills at assessing children by introducing external professional support. At the same time, teachers made reference to the *Kindergarten Education Curriculum Guide* and a host of information related to child development. They set suitable assessment items and criteria based on the principle of meeting the physical and psychological development of children at different grade levels, thereby promoting the effectiveness of assessment for children's learning. Teachers assess children's performance in each learning area through continuous observation and recording. Teachers analyse the formative assessment information at the end of the school term, conclude children's development and create learning portfolios for them to keep observation records and children's artworks in a systematic way. Teachers also aptly share children's development with parents and provide them with recommendations to foster their children's learning. Meanwhile, the school invites parents to record their children's performance at home for teachers to understand children's growth from different perspectives. The school makes use of the assessment results to follow up on children's individual learning needs. It may consolidate children's assessment information in various learning areas as planned in order to inform the overall curriculum planning.
- 2.3 The management performs its role of a curriculum leader proactively and steers teachers to plan, implement and evaluate the curriculum. Through joining meetings and scrutinising teaching plans and reflective notes, it proposes suggestions for adjusting the curriculum and teaching design. It monitors the progress of curriculum implementation and gives teaching guidance through classroom walkthroughs and lesson observations. The school is committed to bolstering the

professional competence of the team. It leads teachers to conduct action research to explore and validate strategies for strengthening children's learning. The school schedules regular learning days for teachers that include collaborative studies on technique for designing games with picture books. Through sharing teaching skills and exchanging practical experience, they encourage one another and build a positive learning culture among peers. Teachers have developed the habit of conducting reflections. They review the curriculum by means of individual, grade level and whole-school approaches. They also examine the outcomes of activities and make suggestions for improvement according to children's performance, which facilitates the enhancement of learning and teaching effectiveness.

2.4 The school has purposefully strengthened the art elements of using picture books in the curriculum to help children unleash creativity through art activities. In light of the content in the picture books, teachers plan art activities for children to carry out simple learning tasks related to art creation at home and at school. During the epidemic, teachers put effort to create parent-child art booklets which were comprehensive and interesting in content. Parents and their children were encouraged to explore the art facilities in the community nearby and learn to appreciate and imitate famous paintings, which enriched children's art experiences. After the face-to-face class resumption, teachers design art activities that are derived from the illustrations and scenarios in the picture books. They also let children learn simple creative skills from the design styles of some artists. Besides, there are sufficient materials and tools in the art corners in the classrooms that children can choose materials according to their own preferences and create freely during the free choice activity sessions. As observed, children enjoy engaging in the art activities and are able to draw their favourite objects using lines and with various materials. They are attentive and willing to share their artworks with peers. Building on the existing foundation, teachers may further inspire children to create their work with more unique and distinctive features during the activities.

2.5 Teachers make effective use of the classrooms and lobby to display children's and parent-child work. This not only can encourage appreciation among children, but also reinforce their sense of belonging to the school. There are a variety of learning corners in the classrooms. With manipulative materials and designs that tie in with the themes, it is beneficial to consolidate children's learning. The school sets enhancing children's capabilities in active exploration as its major concern this school year. Teachers create different kinds of constructive plays and post-visit

extended activities on the walls along the corridors. For instance, after visiting a barbershop, teachers set up a simulated hair salon and arrange plentiful materials for children to act as hairdressers and design different types of hairstyles for customers, facilitating children's active exploration and learning through play. It is observed that children select toys and materials of their own accord. They love playing with peers, showing their excitement and engagement. Teachers observe children during the activities and provide timely encouragement and assistance. They are recommended to continue providing open-ended exploratory games to encourage children to design different ways to play, thereby strengthening children's problem-solving skills.

- 2.6 Teachers are friendly and often commend children's good behaviour, leading to a harmonious teacher-child relationship. They respect and accept children's diverse needs and adopt strategies like individual guidance, group learning and homework adjustment so that children in need are able to keep on advancing at an optimal learning pace. Teachers listen to children's views patiently while teaching. They encourage and give ample opportunities for children to express their ideas or share their experience. The classrooms have good interaction and a relaxed and pleasant learning atmosphere. During the physical activities, teachers let children participate in skills exercises or free choice activities, while some quiet activities are also available for children to choose from. Teachers may improve the planning and design of physical activities in response to their observation, ensuring that children have adequate opportunities to build up their physique and develop gross motor skills every day.

3. Recommendations for Enhancing Self-improvement of School

The school is proactive in taking forward the curriculum development. It plans an array of learning activities based on picture books to enrich children's learning experiences. To increase the learning and teaching effectiveness, the school must remove the inappropriate homework of K3 in order to meet children's developmental needs. It should also continue to add open-ended exploratory games and revise the arrangement for the physical activities, so as to enhance the effectiveness of activities. In addition, the school should resume the peer lesson observation that was temporarily suspended due to the epidemic, thereby further enhancing the professional competence of the team through focused sharing and exchange.