

School No.: 563323

Quality Review Report (Translated Version)

**The Hong Kong Federation of Youth Groups
Ching Lok Kindergarten (Yaumatei)**

**G/F Shop 3 & 8-13 and 1/F Unit 1-10, Boss Commercial Centre,
28 Ferry Street, Yaumatei, Kowloon**

4, 5 & 7 July 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 4, 5 & 7 July 2022

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 concerns school's development and maintains close liaison with the management. It understands and monitors the operation of the school through regular meetings and provides administrative and resource support. Joint-school teacher trainings have been organised to enhance experience sharing among the affiliated kindergartens under the sponsoring body and to facilitate professional growth of teachers. The management arranges teachers to attend trainings in accordance with the development needs of the school. It considers the abilities and experiences of teaching staff while allocating the duties, so that teachers can exploit their strengths. The team shares the school's educational rationale and works together to promote the school's sustainable development with concerted efforts.
- 1.2 The school has set up a school self-evaluation (SSE) mechanism and has practised the cyclical process of planning, implementation and evaluation in its daily work. It collects information and opinions from different channels and formulates development plans. While the major concern of the school in the last school year was to improve children's language expression skills, this school year the school is committed to enhancing the environment to facilitate children's exploratory skills. The school has formulated task objectives and strategies in different aspects, including the use of resources, learning and teaching and parent education. The work plan has been developed in collaboration with various stakeholders, and the deployment of various measures is appropriate to facilitate the implementation of the development plan.
- 1.3 The school caters for children's diverse needs and has established a clear mechanism to identify and refer children with different needs. It also brings in external resources to support them. Teachers maintain close communication with professionals and parents to work together for helping children learn effectively. The school arranges kindergarten-primary transition programme for K3 children thoughtfully. Through different contexts, children can have a preliminary

understanding of primary school life and aware the changes that they will face, thus, enhancing their social and problem-solving skills. The school also takes care of the weariness of children upon leaving so that children transiting to primary one can be psychologically prepared for a smooth start to primary school life. It makes good use of different channels to promote home-school communication, understands parents' views and organises different parent education activities to enhance parents' competency in parenting. The school regards parents as partners. In addition to organising parent volunteers to assist in conducting school activities, the roles and needs of parents are taken into account when the school formulates task objectives and strategies for different projects. The school organises meetings for parents of each grade level at the beginning of the school term to inform parents of the school curriculum and to facilitate children's development and learning through home-school cooperation. Parents support the school by participating in school activities and nurturing children's growth together with the school.

2. Learning and Teaching

2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and chooses themes that are related to children's daily life, and selects appropriate picture books as learning materials to develop a school-based curriculum according to the developmental needs of children. The curriculum fully covers all learning areas encompassing the cultivation of children's attitudes, construction of knowledge and acquisition of skills. Activities for children are designed in whole class, small group and individual learning modes. The daily schedule is properly planned and it provides sufficient time for children to engage in music, physical, art and free choice activities every day, which is conducive to facilitating their balanced development. The school has carefully designed a variety of parent-child activities. It has educated parents the skills of conducting activities with their child, and then has invited parents to play parent-child games at home, which help fostering a good parent-child relationship. The school has also arranged a wide range of activities to help children develop their fine motor and self-care abilities. Yet, when the school arranges primary one transition activities for K3 children, assignments like finding the wrongly written Chinese characters or homonyms, and column form of addition and subtraction, are slightly difficult. The school should remove inappropriate contents to meet children's abilities and developmental needs.

- 2.2 The school actively creates a reading atmosphere with plenty of quality books on the bookshelves in the lobby and cosy reading corners set up in each classroom, which effectively attract children to read actively. Teachers provide simple recipes in the ‘kitchen’ in the role-play corner and display books on artwork in the art and craft corner so that children can learn through reading. The school set improving children’s language expression skills as the major concern in the last school year. During the suspension of face-to-face classes, teachers recorded the content of picture books into audio-visual files so that children could listen to the stories at home and they could be encouraged to speak and respond more. Teachers also increase the opportunities for children to express verbally in class, such as discussing story context in picture books, role-playing and giving oral presentations, in order to promote children’s language development. As observed, children actively communicate with others. They can share their opinions clearly. K1 children use full sentences to express their ideas. K2 and K3 children are able to narrate rich life situations and demonstrate good verbal skills. The effectiveness of the school plan has been identified.
- 2.3 The school regards facilitating children’s exploratory skills by enhancing environment creation as the major concern in this school year. It acquires additional furniture, equipment and materials, as well as involves children in the environment setup to enhance their sense of ownership of the school environment and motivate children to take the initiative to learn. The school makes good use of the large glass windows inside the classrooms to design exploratory activities such as observing colour, light and shadow to enhance children’s learning effectiveness. Teachers provide a rich variety of materials and tools in different learning corners of the classroom, which includes basins of rice or macaroni and funnels for children to explore and compare by using their sense of touch. Plush balls, pieces of wood, branches and so forth are placed orderly in the art and craft corner to attract children participating in creative works and stimulate their creativity. Children are engaged in corner activities, and they enjoy interacting with the environment and peers. In free choice activities, teachers play with children and guide them in further experimentation or problem solving. On this basis, teachers may help children to consolidate and summarise their learning experiences to extend their learning.
- 2.4 The school has formulated the mechanism on assessment of child learning experiences. Teachers assess children’s learning performance through continuous observation and record. The school has developed learning portfolios for children

to keep records of theme assessment forms, activity records and summative assessments. Clear assessment criteria have been set to help teachers assess children's performance effectively and objectively. Parents are invited to participate in the assessment so that the school can understand children's development from multiple perspectives. The school regularly distributes information on assessment of child learning experiences to parents and informs parents of their children's progress periodically through regular meetings. The school is required to collate and analyse assessment information systematically to inform feedback on curriculum planning and to refine the curriculum in a timely manner.

- 2.5 The school has established a robust curriculum co-ordination and monitoring mechanism. The management performs its leadership role and leads teachers to set curriculum goals and develop themes together. Through curriculum meetings, teachers are assisted in selecting appropriate picture books and deepening their skills in using stories to teach the school-based curriculum effectively. Through scrutinising curriculum documents, the management monitors the curriculum implementation. By walking through learning activities, it suggests specific recommendations for teachers to improve. After the resumption of face-to-face classes, the management has led teachers to observe and analyse children's performance and has found that K1 children are shy about expressing themselves. The teaching team then has flexibly adjusted the content of curriculum and activity arrangements, designed more games in class to stimulate interaction and communication among children, which can facilitate children's steady development effectively. Teachers have established a habit of reflection, reviewing the effectiveness of teaching and adjusting teaching arrangements and strategies in a timely manner. The management can still make good use of the existing peer lesson observations to further encourage teachers to share their experiences and continuously improve the quality of teaching.
- 2.6 Teachers care about children and are friendly. They are well-prepared for their teaching. They explain the content clearly with appropriate books and real objects. Teachers have good storytelling skills and teach smoothly to arouse children's learning interest. Teachers are good at using strategies like seating arrangements, verbal cues and individual guidance to support children with different learning needs. Teachers lead children in skill training during physical activities. Children are arranged to play slides, climb frames and ride tricycles in order to have ample

opportunities to take part in gross motor activities and they demonstrate good body co-ordination skills. During music activities, teachers sing songs and perform rhythmic movement with children. Children enjoy singing and engage in musical games.

- 2.7 Children are actively engaged in learning. They enthusiastically participate in activities. They love reading and listening to stories, and are observant to spot the details in picture books. Children show friendliness and take initiative to help their peers. They often play and learn together and demonstrate good social skills. Children have good self-care abilities. They tidy up toys and items on their own initiative, and wait for toileting in an orderly manner. They enjoy the pleasant school life.

3. Recommendations for Enhancing Self-improvement of School

The school is practising the SSE rationale of planning, implementation and evaluation in its daily work, and is required to set clear task objectives and success criteria for the development plan. The school should use children's learning performance to review and validate the effectiveness of the work in order to promote sustainable development of the school. The management should lead the teaching team to analyse children's assessment data, refine curriculum planning and remove the slightly difficult content of homework in primary one transition activities for K3 children to meet children's abilities and developmental needs.