

**School No.: 594130**

# **Quality Review Report (Translated Version)**

**The Hong Kong Federation of Youth Groups  
KK Cheng Kindergarten**

**Shop No. 1, G/F, Choi Shing House, Choi Tak Estate, No. 8 Choi Hing Road,  
Ngau Tau Kwok, Kowloon**

**29 March, 1 & 3 April 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: 29 March, 1 & 3 April 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 trusts and supports the school, it discusses the development directions of the school curriculum, teacher training, child support services, etc., in collaboration with the management team regularly, and provides them with suggestions and guidance for continuous advancement of the school. The school ever improves the management structure in a step-by-step manner. It delegates and empowers teachers by involving them in the work of functional group. This school year, the school has created a new senior teacher post to assist the principal in implementing the administrative and curriculum work in order to reinforce the effectiveness in management. In consideration of the school's development and needs of the teaching team, the management is able to systematically organise diversified training activities, including inter-school visits, overseas field trips, etc., with a view to promoting the professional development of the teaching team. The management keeps an open mind in communicating with teachers to understand their needs and provide them with appropriate support. The teaching team puts efforts to achieve the school's education mission. It displays team spirit to foster steady progress of the school.

1.2 The school has followed up the recommendations of the previous Quality Review by arranging teachers to participate in training about early childhood music and physical education, equipping them with the knowledge they need to revise the teaching content, and enhancing their skills in conducting activities, and thus, teaching effectiveness. The culture of school self-evaluation (SSE) has been rooted in their daily work. The school attaches great importance to stakeholders' views on school's activities, with the aim of reviewing the school's situation from different perspectives in order to formulate its development plan. The school analyses the needs of children and curriculum development, and has taken catering for children's individual needs and facilitating their aesthetic sense as the major concerns in these two years. It plans the work from various aspects such as curriculum design,

teacher training and parent education. The school strengthens teachers' ability in conducting art activities in order to arouse children's interest in creation and inspire their ideas. In addition, it also designs a series of parent-child activities and arranges parents' workshops to deepen parents' understanding of children's developmental needs. The development plan has achieved the expected results.

- 1.3 The school has developed a clear mechanism to enable early identification of children's individual needs and provide referral services for them when necessary. It also taps community resources properly to support children with diverse needs. The school maintains close communication with parents. It also organises parents' day, arranges lesson observation for parents, invites them to be volunteers, etc., in an attempt to get them informed of their children's life at school. Meanwhile, parents' skills in parenting is enhanced by means of thematic seminars, publications and so forth. The school has set up a parent-child resource corner for parents to borrow toys and picture books, so as to encourage them to play or read together with their children at home. Parents participate in and support the parent-child activities actively, which is conducive to facilitating their children's learning and development. The school upholds the value of "education for all" to take care of every single child meticulously. It strives to build partnership with parents, so that it can stand together with parents in pursuit of the shared goal of nurturing children's growth.

## **2. Learning and Teaching**

- 2.1 The school considers children's abilities and developmental needs to draw up real-life themes and select appropriate picture books to connect learning contents of all areas in devising its integrated curriculum. It designs project activities and leads children to explore based on their life experience and content that are of interest to them, so as to motivate their initiative in learning. To keep abreast of the development trends of education, the school has recently reviewed and revised the learning content in areas of morals, nature and living, etc., with the aim of enabling children to explore natural phenomena in daily life and practise good behaviour. In addition, it further improves the curriculum planning by extending art creative sessions. The daily schedule of the school is arranged with alternate active and quiet activities, hence children can take part in music, physical and art activities every day, and they also have sufficient time for self-directed learning. The school capitalises on community resources to arrange visits and parent-child voluntary

activities for children to enrich children's learning experience. The school's curriculum is comprehensive and balanced, which helps children develop positive values and attitudes as well as acquiring knowledge and skills. It is, however, noted that the progress of the line drawing activities for K1 children is a bit rush and some assignments for K3 children are rather difficult. It is necessary for the school to make improvement.

- 2.2 Teachers formulate assessment items and criteria for each grade level in accordance with the progress and objectives of teaching. They assess children's performance by continuous observation. At the end of the school term, teachers make reference to the development goals for children in different stages to conclude their performance in different aspects, so as to help parents understand their children's development. The school values the feedback from children and parents. In addition to encouraging children to review and reflect on their learning attitude, it invites parents to record their children's performance at home. The mechanism of assessing children's learning experiences is well-defined. Teachers assess children's learning experience suitably from their daily activities and provide timely feedback to parents. Besides, the school analyses children's assessment data, thus following up children's individual needs and informing the curriculum. It also keeps reviewing the assessment mechanism and revising the criteria at the right time in order to reveal children's performance more objectively.
- 2.3 The curriculum management mechanism is well-established. The management leads the curriculum meetings at which teachers co-plan the curriculum. It also monitors the curriculum implementation through scrutinising curriculum documents, walking through daily classrooms, etc., in order to provide timely teaching guidance to teachers. The teaching team has been keeping the habit of conducting reflection. Teachers analyse children's performance during activities to inform the activity design. Under the leadership of the management, the curriculum coordinating team reviews the appropriateness of the curriculum to discuss ways for improving curriculum planning. The school upholds the child-centred principle and improves the curriculum by applying the inter-connected self-evaluation process, viz. planning, implementation and evaluation. It also strengthens teachers' professional knowledge through providing them with different forms of training, which is conducive to enhancing the effectiveness of learning and teaching.
- 2.4 The school can effectively plan and take forward its development work. It enhances teachers' understanding of arts and creativity and their skills in conducting activities

through training. Last school year, teachers designed different types of art activities for each teaching theme. They provided various craft materials to stimulate children's creativity. The school also held an exhibition to display children's artworks so as to deepen parents' understanding of art education. This school year, the school continues to provide relevant training for teachers. Teachers create interesting contexts for art activities by using picture books, and provide sufficient time to engage children in diversified art activities. They also observe children's activities and talk with them to stimulate their creativity as well as providing suitable guidance. Children are engaged in the activities and are able to use colours and lines to express their thoughts and creativity. The school displays children's artworks and photos taken during the creation process, filling the campus with an artistic atmosphere.

2.5 Teachers attend to children's learning needs in designing diversified games at the interest corners. With specific objectives, children explore surrounding things in daily life through manipulating materials and interacting with others in their play. Children can choose activities to develop their fine motor skills, or pretend to be doctors and patients with peers, hence to learn through sensory experience and pleasurable contexts in daily life. Teachers engage children in designing the activities and formulating the rules of the games together. Children are interested in the activities. They attempt to feel and discover the texture of cloths in the mystery box repeatedly in a matching game, or team up to play table tennis and meanwhile measure the weight of various balls. Children take the opportunities to select activities according to their own preferences to develop different interests and abilities. Teachers walk through to observe children's activities and provide guidance to facilitate their exploration. On the other hand, children plan and record their corner activities. Some children would even share their experience and feelings in their play with peers.

2.6 Teachers care about children and often praise them. Their articulation and instructions are clear and systematic. They guide children to observe and think as well as sharing their views and feelings through effective questioning. Teachers are well-prepared for their teaching. They make use of real-life examples, such as asking children to plan a badminton match or inviting teaching staff to visit their toy exhibition, to arouse children's learning interests and facilitate their self-directed learning through firsthand experience. Children are happy to share their life experience and respond to teachers' questions with what they have observed,

meanwhile they learn from interpersonal interaction. Teachers support children's learning by means of individual guidance, adjusting assignments and so forth. They also arrange peers to provide support to children in needs when they are playing in corner activities, thereby encouraging children to help and learn from each other.

- 2.7 Children like going to school. They are pleased to attend school every day and enjoy various activities. They are curious, eager to learn new things and are confident in expressing their views or asking questions. Children possess good self-care abilities. At the end of the activities, children pack items on their own. They queue up in an orderly manner during activities or when moving on to another activity. They observe the rules of the activities as well. Children are friendly and polite to others. They greet teachers delightedly, and share toys or items with peers. Some of them also take the initiative to help peers or teachers, demonstrating good social development.

### **3. Recommendations for Enhancing Self-improvement of School**

The school team has been striving for advancement. It formulates appropriate development plan with specific objectives through SSE, so as to implement every task pragmatically for continuous improvement of the school. Building on their foundation and experience gained from SSE, the team may continue to practise what it has learnt from training to improve the school-based curriculum design, as well as to revise K1's line drawing activities and K3's assignments, with a view to enhancing the learning effectiveness of children.