

School No.: 319775

Quality Review Report (Translated Version)

Kwun Tong Methodist Kindergarten

**2/F Flat 2-071 Lotus Tower 3, Kwun Tong Garden Estate,
Ngau Tau Kok Road, Kowloon**

3, 4 & 6 January 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: 3, 4 & 6 January 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 school's leadership team keeps close liaison with the management. It monitors the operation of the school in different aspects effectively and gives professional advices in light of the school's development. The organisational structure of the school is clear while the team members cooperate with each other. With an open attitude, the management is willing to listen to and accept the views of teachers. It allocates duties properly for teachers to exploit their strengths. The school provides appropriate induction to help newly joined teachers grasp the work requirements as soon as possible, thereby leading their professional growth. The school has followed up the recommendations of the previous Quality Review by encouraging the team to communicate and conduct professional exchange. It strategically builds the team to facilitate teachers to make concerted efforts in promoting the school's steady development.
- 1.2 The school has developed a school self-evaluation (SSE) culture. The team often reflects on how to improve teaching and daily operation so as to promote the sustainable improvement of the school. The management leads all teachers to review the school circumstances collaboratively. Through the performance of children, the views of stakeholders and so on, they examine the effectiveness of different tasks with a view to devising the major concerns of the upcoming year. The school attaches importance to children's learning. It has taken improving the quality of learning and teaching as its focus of work in recent years, which includes enhancing teachers' skills in teaching music and physical activities, as well as promoting children's moral and affective development. The school sets clear task objectives in light of children's needs and deploys strategies from different perspectives. It makes good use of external resources to plan suitable professional training for teachers and organises home-school activities to extend children's learning, thereby facilitating the expected achievements of the plans.
- 1.3 The school cares for children with diverse needs. It establishes a sound identification and referral mechanism for them to receive professional support the

soonest. The school puts emphasis on parent education. By means of organising seminars of different topics and arranging regular parent group gatherings, it facilitates parents to understand the developmental needs of children. Parents share parenting skills among themselves and support each other to enhance their parenting competence. The school regards parents as partners and communicates with them through different channels. These include building home-school connection through the parent-teacher association and inviting parents to serve as volunteers to assist in carrying out school activities. Parents support the school and are enthusiastic to get involved in different activities. They work hand in hand with the school to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 By making reference to the teaching packages, the school devises a curriculum outline by adopting an integrated approach using different themes, which covers all learning areas. The school arranges adequate music, physical, art and free choice activities every day for children to promote their balanced development. To tie in with the learning themes, teachers plan various visits, such as going to history museums and police stations, to broaden children's learning experiences. The school organises project learning activities. Taking stories of picture books as the introduction of activities, teachers guide children to identify the topics that they are interested in, and then engages them in information collection and exploratory activities together. Children are encouraged to share what they have gained from the activities with other classes through project presentation so that they can learn from each other. Teachers record the process of the activities in booklets which are distributed to parents to facilitate their further understanding of children's learning performance. The school designs appropriate homework for K1 children. Children's fine motor skills are trained by means of sticking stickers, chopping stamps and line drawing exercises, with a view to preparing children for handwriting in the future. However, the language and mathematics homework for K3 children is relatively difficult. The school must review and remove the content concerned in order to meet the developmental needs of children.
- 2.2 The school has a sound mechanism for curriculum coordination. Teachers of each grade level take turns to draw up the thematic teaching outlines and teaching plans. The learning objectives and procedures of teaching plans are clear. The management monitors the implementation of curriculum through lesson observations,

classroom walkthroughs and document scrutiny. It reviews the teaching context and conducts collaborative lesson planning with teachers in the weekly grade-level meetings. During meetings, the teachers conduct trial teaching in simulation lessons. Upon collective discussion and refinement of teaching plans, grade teachers can grasp the details of the plans, thereby enhancing the teaching effectiveness. Teachers possess good reflective abilities. They provide weekly teaching reflection, in which they describe the learning performance of children and give concrete suggestions for improvement in teaching. This can facilitate children's learning.

- 2.3 Teachers design the thematic assessment report according to the learning objectives of themes. Teachers of the same grade level discuss the assessment content and criteria which is conducive to ensuring the appropriateness, objectiveness and consistency of the assessment. Teachers assess children's performance upon completion of each theme and give summative descriptions in each learning area at the end of the school term. Learning portfolios are developed for children so that parents can grasp children's development from the assessment information and children's work therein. The school collates and analyses the information of child assessment to review and inform the curriculum. However, starting from the last school year, the school has produced graphs to show children's average performance in each thematic learning and presented their learning progress in each learning area using grades. Such arrangement not only fails to reflect children's development progress accurately, but also poses a risk of misperception of giving marks on children's performance. The school must re-evaluate the assessment arrangement and its presentation format.
- 2.4 The major concern of the school in the last school year was to improve music activity design to enhance children's learning interest. As observed, teachers pay attention to children's participation. Through different music activities such as games, role-play as well as playing musical instruments together, teachers engage children in learning. Children are able to identify the sounds of different musical instruments. They sing and play the instruments together along with beats and rhythms, enjoying the music activities. The implementation of this major concern is remarkable. In this school year, the school considers enhancing the skills of leading physical activities as its major concern. Teachers receive training and apply what they have learnt. As observed, clear learning objectives are set in physical activities while different elements are integrated to attract children to participate. These include

doing warm-up exercises with the playing of music, arranging a great variety and different levels of gross motor skill training with the aid of different equipment. Teachers' demonstrations are clear. They observe children's performance carefully and provide feedback to teach children the correct skills in a timely manner. Children follow teachers' instructions and concentrate on the activities. The effectiveness of implementation of this major concern has been observed.

2.5 The school is concerned about children's moral and affective education. In the last school year, it took nurturing children's moral characters as another focus of school development. Teachers incorporated relevant content in lessons and designed related activities for such purpose. They arranged song requests to encourage children to express gratitude to others through songs. They introduced an award scheme for parents and children to set goals in order to instil in children the values of thanksgiving and cherishing, staying positive and optimistic in their daily life. By inviting parents to record children's achievement, the school implemented this major concern through home-school cooperation. In this school year, the school regards understanding emotions and cultivating positive attitude as another major concern. By means of providing various new activities such as sharing stories during morning and afternoon assemblies, setting up little emotion corners in classrooms, the school helps children acknowledge and understand different emotions and positive attitude. Nevertheless, some emotions and values are beyond children's cognitive abilities and life experiences. They may feel hard to understand. The school is advised to review and re-devise the affective education to address the developmental needs of children. It should also integrate the affective education in thematic teaching so as to strengthen the integrated nature of the curriculum, hence further enhancing the effectiveness of the plan.

2.6 Children's artworks are displayed around the classrooms and corridors, which creates a fun-filled school environment and helps children develop a sense of belonging towards the campus. Teachers design corner activities according to the content of learning themes. The daily life role-play corner in each classroom is decorated meticulously. It meets children's life experiences and can help engage children in role-play activities. The school encourages children to unleash their creativity by providing different learning materials. A wide range of art and craft materials are placed in the art and craft corners for children to choose during free choice activities. Minimally-structured materials are available in the constructive corners for children to explore freely. There are also large-scale building blocks on the outdoor

playground for children to create different settings during physical activities. By using the blocks in play and through the movements of moving, building, jumping and so forth, their gross motor skills are thus developed.

- 2.7 Teachers are well-prepared in teaching. They explain clearly and are good at using facial expressions, intonations and gestures in telling stories which can engage children in focused listening. In the meantime, they use real objects and pictures related to children's daily experiences to stimulate learning motivation. They raise questions to guide children to think. They arrange group activities to encourage children to share and conclude. These can cultivate children's thinking and expression abilities. Teachers develop tacit understanding among themselves. Class activities are mostly delivered through dialogues and role-plays. Teachers have good rapport with children. They often encourage and praise children to reinforce their good behaviour. Teachers take part in children's games, which adds more fun to children's learning through teacher-child interaction. Teachers may observe more about children's performance during play and provide suitable guidance and inspiration, so as to fully perform their role of inspiring children in learning.
- 2.8 Children are polite, obedient, and attentive in class. They follow teachers' instructions and are willing to learn and share. They get along well with, care for and help each other. Children are able to allocate the roles on their own in the daily life role-play corners and take part in role-play activities. They build toys together in the construction corners. Children are creative. They make use of different materials to make art creation and design different games. Children also have good self-care abilities in general. They help tidy up tools and toys after activities to keep the campus clean and tidy.

3. Recommendations for Enhancing Self-improvement of School

The school has developed a SSE culture. It has put emphasis on reviewing the curriculum development in recent years and has devised major concerns with the aim of improving the quality of learning and teaching. The team may continue to make use of the SSE mechanism to design moral and affective education in light of children's developmental needs as well as enhance the integrated nature of the curriculum. The school must revise the record and presentation format of the child assessment in order to accurately reflect children's learning process. It must also remove the difficult homework for K3 classes. The school has laid a foundation for home-school cooperation. It can further encourage parents to give more opinions to the school for promoting the school's development in collaboration.