

School No.: 532835

Quality Review Report (Translated Version)

The Mission Covenant Church Little Angel (Tin Shing) Kindergarten

**1/F, Annex Block, Tin Shing Shopping Centre,
Tin Shui Wai, New Territories**

31 March, 1 & 3 April 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 31 March, 1 & 3 April 2025

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 Under the auspices of the leadership team, the school receives professional advice and support on administrative management and resource utilisation to facilitate its development. The management has served the school for years and is familiar with the school culture and operation. It allocates duties in light of teachers' abilities and preferences. The management empowers teachers appropriately to participate in work coordination, promoting their professional development. The school arranges school-based training in alignment with its context and development directions. It encourages teachers to apply what they have learnt and organises regular peer lesson observations for them to observe and learn from one another, thus strengthening the professional competence of the team. Team members discharge their duties properly and have close communication, achieving the development goals of the school with concerted efforts.

1.2 The school has followed up on the recommendations of the previous Quality Review to examine the implementation of the work plans at opportune times while refining the setup of interest corners to enhance the learning and teaching effectiveness. Team members consider factors including curriculum development and children's performance to devise a development direction together. Over the past two school years, the school has been focusing on sharpening teachers' skills in conducting music activities as its development focus. The school has held professional development activities, improved the design of music activities and so forth with a

view to increasing children's interest in music activities. This school year, the school continues to strengthen teachers' training to consolidate their skills in carrying out music activities. In tandem, elements of drama are incorporated into activities to unleash and nurture children's imagination and creativity. Another major concern of this school year is deepening children's understanding of Chinese art and culture. The school stipulates curriculum planning and activity arrangement tasks, which is conducive to developing a sense of national identity in children.

- 1.3 The team cares for and accepts learner diversity. A clear identification and referral mechanism is in place to provide adequate support and referral services to children with special needs. Teachers communicate with professionals regularly to keep up with the development of individual children. Visual cues, seat arrangement and other appropriate strategies are employed to facilitate children's learning. The school holds meetings for parents of newly admitted children, allowing parents to know about the common emotions found among children at the early stage of school admission and ways to cope with them. The school also adopts progressive lesson times and cooperates with parents to assist children in adapting to school life. The team arranges primary school visits for K3 children, letting them understand the environment and learning mode in primary school, and get psychologically prepared for commencing the next stage of learning. The school attaches importance to home-school cooperation. It invites parents to observe lessons at school and serve as volunteers to assist with school activities, which is favourable for parents to understand their children's learning. The school enhances parents' competence in parenting by organising parent seminars on different topics as well. The parent teacher association has been established for years. In addition to launching parent-child activities, it reflects parents' views on school to enhance the connection between parents and school effectively.

2. Learning and Teaching

- 2.1 The school selects themes that are closely related to children's life experiences to design an integrated curriculum covering all learning areas. The curriculum incorporating with project learning activities, off-campus visits, and so forth, is devised to enrich children's learning experiences. The school emphasises moral education and guides children to know about attitudes like caring for others and being courteous through teachers' concrete encouragement and storytelling. The teaching team creates different experiential activities and motivates children to put the attitudes into action in daily life with their family members to help the people in need in society, thus cultivating positive values such as respect, cherishing everything and gratitude in children. The school plans a suitable daily schedule for children to have sufficient opportunities to engage in physical, music, art and free choice activities daily. In recent years, the school has been gradually reviewing the homework design and removing the difficult content to meet the development of children. That said, the Language and Early Childhood Mathematics homework for K2 and K3 still involves a relatively large amount of mechanical copying. Teachers must revise the homework design to uphold the rationale of child-centredness in the curriculum.
- 2.2 Teachers adopt continuous observation to keep abreast of the performance of children. At the end of a school term, teachers document children's development in each aspect in assessment forms and create a learning portfolio for children to report to parents the growth of their child with the works, observation records of children and other information collected, which is beneficial for both parties in following up on children's needs collaboratively. The teaching team maps out assessment items by aligning with the curriculum content and the teaching objectives. Members of the team deliberate on the assessment criteria of each item to more objectively reflect

the children's learning performance in the assessments. Teachers review the thematic assessment information to grasp children's learning. They discuss and dig into children's needs regularly during meetings to inform teaching.

2.3 The school has a curriculum management mechanism. The management leads teachers to deliberate on learning content and teaching design. It also understands and monitors curriculum implementation through meetings, classroom walkthroughs and in-class assistance while providing suggestions for improvement to strengthen the learning and teaching effectiveness. Teachers reflect on teaching periodically under the mechanism. Most of the teachers are able to take into account children's learning performance in rendering recommendations, including adjusting teaching content and teaching aid design, thereby increasing the learning efficiency of children. Meanwhile, the teaching team collates and analyses the teaching reviews and child assessment information to serve as a reference to the curriculum planning for the next school year.

2.4 The school has been regarding increasing children's interest in music activities as its major concern in these two school years. Teachers have been applying what they have learnt to design a variety of activities such as feeling the melodies, playing instrumental accompaniment and playing rhythmic games along with music to enrich children's musical experiences. This school year, elements of drama are incorporated into the music activities to ignite children's imagination with storylines. By introducing role-play, teachers conduct activities in a relaxing and interesting manner and interpret stories with children to the music. Children stimulate turning on and off the water tap, washing fruits, etc., along with the rhythm, or perform different animal movements based on the lyrics. Children express their feelings and unleash their creativity through body movement creation. The lessons are imbued with interaction and the effectiveness of the plans has been observed.

2.5 Additionally, the school takes deepening children's understanding of Chinese art and culture as another major concern this school year. Teachers incorporate the elements of learning Chinese culture into themes to provide more opportunities for children to learn about and appreciate the traditional culture. These include designing extended activities with folk tales, employing easy and interactive means to help children understand the costumes in ancient times, making ink-wash paintings and gaining exposure to tea drinking culture. The team decorates the campus with the Peking opera masks drawn by children and photos of famous Chinese architecture, adding a touch of Chinese culture therein. It also purchases books related to Chinese culture so children can understand traditional Chinese virtues like loving their brothers and sisters and expressing filial piety to their parents. The school-based curriculum connects with the relevant activities naturally so that children can continuously understand and appreciate Chinese culture. The plan has been delivering results.

2.6 The school environment is neat and comfortable. The team uses corridors and classroom space to display children's work so that children can learn about mutual appreciation. A wide range of corner activities is provided in classrooms for children to choose from. Activities in the exploratory corners are related to children's daily lives. For instance, there are colour mixing, observation of the forms of water and turtle feeding to arouse children's curiosity about nature. Various reading materials are placed in the reading corners which are comfortably setup to attract children to read therein. Children actively share story content with their peers. Teachers read with children as well to nurture children's interest in reading. The art and craft corners are furnished with abundant artwork materials for children to use freely. They make collages and draw attentively in diverse ways to demonstrate their imagination. Children take pleasure in interacting with their

peers. They learn and construct knowledge through manipulating and exploring things. However, during the free choice activities, some teachers ask children to switch to other interest corners at regular intervals. The school is recommended to cancel such arrangement and let children decide how long they stay in an interest corner on their own initiative, in a bid to increase opportunities for consolidating and reinforcing the acquired knowledge through play.

- 2.7 Teachers are kind and care for children. They use pictures, toys and so forth to facilitate teaching and arouse children's learning interest. In physical activities, teachers orderly arrange physical equipment and items in accordance with themes. This arrangement is favourable for children to conduct activities as needed, and grasp various physical movements including walking on a balance beam, jumping and carrying balls with wooden spoons. Besides, children can choose to play slides, ride tricycles or design their own games using bean bags, hula hoops and other tools. The activities designed by teachers are challenging enough to assist children in building gross motor skills and an interest in physical activities. Yet, teachers are advised to give more specific demonstrations and guidance for children to understand proper movements, thereby enhancing the learning effectiveness of the activities.
- 2.8 Children have positive learning attitudes and listen to teachers carefully. They are pleased to respond to teachers' questions and share their life experiences, possessing good language comprehension and expression abilities. Children are engaged in the activities, willing to accept different challenges, and then try solving problems by themselves. They are enthusiastic and are full of self-confidence about completing a mission. Children make a brief plan before participating in corner activities and tidy up items used after the activities. They also review their own learning process with peers. Children treat people politely, greet others proactively as well as caring for their peers, demonstrating good social development.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established a school self-evaluation mechanism. It is able to devise and promote the major concerns that dovetail with the school context and children's needs. The management could steer the team to set more explicit success criteria that tie in with task objectives, and utilise daily review information for evaluating the work effectiveness at opportune times with a view to informing the planning of next stage and fostering the continuous development of the school.
- 3.2 The management is required to perform its curriculum leadership and guide the teaching team to revise the homework design, reduce the amount of copying homework for K2 and K3 to cater for children's development and needs. In tandem, the management could lead teachers to adjust the pace or strategies of teaching aptly based on children's performance, hence sharpening the skills in conducting physical activities.