

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**

12, 13 & 15 November 2018

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 12, 13 & 15 November 2018

- 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 has a clear structure with roles and responsibilities clearly defined. Through regular meetings, the leadership team oversees the school operation and provides suggestions and support. The management is open-minded. It listens to the views of staff in order to formulate directions for curriculum development. The management maintains close communication with staff and creates a harmonious work environment. The school establishes clear operational procedures. It properly deploys its staff to perform their duties. In recent years, the roles of the grade level leaders have been strengthened in order to lead curriculum development and enhance teaching. The school has also followed up the recommendations of the previous Quality Review. It organises peer lesson observation to let teachers exchange views with one another and reflect on their own teaching. Teachers are working in collaboration to enhance teaching quality.
- 1.2 The school has developed a school self-evaluation (SSE) culture. The team reflects on themselves on a regular basis and follows up daily work in a bid to improve teaching quality unceasingly. At the end of the school year, the management leads all teachers to conduct SSE. Through integrating and analysing the views of stakeholders, they review the effectiveness of their work throughout the year according to the school context, discuss suggestions for improvement and establish the future directions for school development. In recent years, the school has often regarded promoting free play as its major concern. It begins with enhancing teacher's facilitation skills and environment setup. Children are encouraged to unleash their creativity and given opportunities for free exploration. The efforts has been delivering results effectively. Last school year the school strived to foster children's reading habits through diversified strategies in a bid to arouse children's interest in reading, which has also prepared for the work of facilitating children's language development this year.
- 1.3 The school sets up different channels to communicate with parents, enabling parents

to grasp their children's learning and performance. Parents and the school closely communicate with each other and a good relationship is built. The school attaches great importance to parent education. In addition to arranging seminars and lesson observation, the school encourages parents to be volunteers to help organise various school activities, thereby facilitating home-school cooperation. At the beginning of the school term, the school arranges a series of activities for newly admitted children in the adaptation week. Teachers observe children's emotions meticulously and maintain close contact with parents. These measures are effective in helping children adapt to school life. Teachers identify children's diverse learning needs through daily observation, and provide referral and support services in a timely manner.

2. Learning and Teaching

- 2.1 The school designs an integrated curriculum based on the principle of child-centeredness and regards play as the strategy of learning and teaching. The curriculum is comprehensive and balanced, covering different learning areas. This facilitates the development of the five domains of ethics, intellect, physique, social skills and aesthetics, cultivating in children positive attitudes and helping them develop skills and acquire knowledge. Children's abilities, interests and life experiences are also taken into consideration. The management actively promotes curriculum development. Through ongoing review, the management reduces learning content and homework as appropriate so that children have more time to explore, thereby enhancing learning effectiveness. The school arranges sufficient time for music, physical and art activities every day to facilitate children's all-round development. However, it is found that some worksheets for the primary one simulation activities in K3 classes are too difficult. The school must review and revise the design to cater for children's developmental needs at the kindergarten stage.
- 2.2 The school establishes an effective curriculum coordination and monitoring mechanism for enhancing the curriculum and teaching continuously. The management learns about the teaching situation through attending meetings, walking through learning activities, conducting lesson observation and scrutinising teachers' lesson plans as well as teaching reflections. They give teachers feedback on their teaching in a timely manner and also guide them to design teaching activities, for instance, encouraging teachers to provide more opportunities for children to play. The management gives recognition to teachers for their good teaching plans or

reflections. Through asking questions or making specific suggestions, it helps teachers enhance their teaching skills gradually. Teachers' reflections on teaching are comprehensive and concrete. In light of children's performance, teachers examine the effectiveness of activities and make appropriate suggestions for improvement, with a view to enhancing the effectiveness of learning and teaching. The teaching team conducts professional sharing through peer lesson observation, visits, discussion on classroom setup and design concepts, and so forth. They interact with one another and exchange ideas to improve their teaching skills. With respect to varied aspects of learning and teaching, the school is able to review and make corresponding revision in an ongoing manner which is conducive to continuous improvement of the school.

- 2.3 In recent years, the school has taken developing free play as its major concern. The school solicited external support for training so as to help teachers master the facilitation skills of play two years ago. A pilot project has been launched in some classes in the first place. Last school year, the school carried forward past experiences and promoted the project to all classes. Also, the school continues to strengthen the effectiveness of free exploration. More interest corners are set up in the school to provide children with simple structural materials, for example, big blocks, plastic bottles, physical equipment, etc. Teachers arrange sufficient space and time for children to play freely. The school has adopted SSE to review its performance in the previous school year. It reveals that excessive homework has affected K3 children's activity time. Therefore, the school has taken follow-up actions to solve the aforesaid problem in this school year to increase play time through reducing K3 children's writing tasks. Teachers create a relaxing and joyful learning atmosphere effectively, enabling children to unleash their creativity freely by constructing materials, imagining scenarios and exploring the properties of objects, etc. Children are self-motivated to work out how to play by making use of materials from different interest corners, for example, they draw money notes and coins in art corner as props for play at other interest corners. When children are playing, they are able to apply what they had learnt from lessons as well as their life experiences. Under teachers' guidance, children make different attempts such as exploring ways to build a footbridge. Teachers continue to review the effectiveness of free play. Yet, they should make appropriate records for future reference. The school provides children with ample opportunities to engage in free play and constantly makes improvement with regard to the daily schedule, space and resources.

The effectiveness of the major concern is observed.

- 2.4 The school takes an active role in promoting reading. In addition to the parent-child reading programme launched last school year, it holds parent seminars to help parents understand the benefits and approaches of parent-child reading with the aim of enhancing the effectiveness of the reading programme through home-school cooperation in this school year. The school also purchases different kinds of books and enhanced the setup of book corners, for example, little sketchbooks are in place for children to write or draw freely. The improvement measures are effective to foster children's interest in reading. As observed, many children read in the book corners during the time of free choice activities. They like reading and communicating with peers. They also like jotting down the content of the books. The major concern is still at a preliminary stage. The school is able to implement the programme strategically and enhances its effectiveness in a step-by-step manner by conducting continuous review.
- 2.5 The school's another major concern in this school year is facilitating children's language development. With the support solicited from professional programmes, the school revises the curriculum, such as refining language learning content, reviewing and revising the learning framework according to children's abilities and life experiences. The learning effectiveness is thus strengthened. Teachers often adopt questioning and interactive teaching strategies in the lessons. They also arrange appropriate contexts such as simulation barbeque activity in autumn to provide children with opportunities for interaction to facilitate their language development. The scheme is still at an early stage of development and the effectiveness has yet to be observed.
- 2.6 The school's activity venue is spacious. Teachers are able to flexibly move furniture when needed to increase the activity space. Sufficient and appropriate teaching resources are in place. There are also diverse fine motor training materials and toys for teachers to design suitable learning activities. In the exploratory corner, precise learning objectives are mapped out and appropriate materials are provided to encourage children to observe and explore. Under teachers' guidance, children set up corner rules and write down hints. This encourages children to create more and have fun in play. It establishes an atmosphere for "Learning through Play", which adheres to the school's rationale of education. Yet, the setup of the thematic corner and the games therein are not diversified enough to appeal to children. The school should enrich the design of the corner and make the activities more fun-filled so as

to arouse children's interest in playing in the corner and help consolidate their learning.

- 2.7 Teachers are patient and gentle. They often teach children to use polite expressions in daily activities in a bid to foster their moral development. Teachers make good use of different types of questions to guide children to think while encouraging them to observe carefully and express their views. Teachers are lively and use body language effectively. They are also good at using storyline to facilitate music and physical activities. During free choice activities, teachers intervene and ask questions aptly to encourage children to make different attempts. During the concluding sessions at the end of free choice activities, teachers are able to motivate children to reflect on their learning and talk to one another. Thus, teachers consolidate and facilitate children's learning. Teachers care about children's diversity and different needs. By means of different strategies such as giving individual guidance, adjusting learning content, collaborating with peers and so forth, teachers provide effective learning experiences for children.
- 2.8 Children are enthusiastic about learning and like asking questions. They actively respond to teachers' questions. They share their life experiences and express their personal feelings. Children are keen to observe, create and explore. They like talking with peers. They get along well and collaborate with one another. Children's fine motor controlling abilities are good. They are able to complete the fine motor corner's tasks skilfully. Children have developed good self-management skills and they like serving others. They pack their own belongings and help teachers tidy up things in the classroom.
- 2.9 The school makes reference to the *Kindergarten Education Curriculum Guide* and formulates the assessment policy. The assessment objectives are clear and specific, which are in accordance with the principle of promoting children's all-round development. The school provides guidelines for teachers, leading them to devise assessment items and criteria. The assessment items are designed to achieve the learning objectives. Teachers conduct the assessment by continuous observation, while considering children's performance in their attitudes, skills and knowledge. The school develops learning portfolios for children to maintain their personal development records and reports. In addition to the thematic assessment, summative assessment and children's self-observation records, the portfolios also include parents' observation records of their children's daily routines, self-care abilities and attitudes. The portfolios are evident to fully reflect children's

developmental progress. The school is able to use the assessment information to inform the curriculum, thereby enhancing the effectiveness of learning and teaching.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 In reviewing the implementation of the work plan, the school has not yet developed a systematic interim review mechanism and record at present. The management is advised to formulate a clear monitoring mechanism to guide teachers to review the development plan by phases. It is also advised to make appropriate records and adjust strategies according to the circumstances in a bid to facilitate the work plan to achieve the expected outcomes. In view of the recent personnel changes, in addition to promote professional sharing among peers, it is suggested that the school could collate different training resources systematically for the reference of newly recruited teachers, which is conducive to passing on knowledge and experiences for steady improvement of the school.
- 3.2 The teaching team could further utilise the school environment and refine the design of some interest corners so as to make the activities more interesting and enhance the learning effectiveness. Moreover, the school should revise the small part of inappropriate learning content of the activity for the interface between kindergarten and primary education.