

School No.: 158313

Quality Review Report (Translated Version)

**N.T. Assemblies of God Church
Wai Yan Kindergarten**

**1/F, Hing Wong House, Sai Ching Street, YLTL 285,
Yuen Long, New Territories**

6, 7, 8 & 10 May 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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: 6, 7, 8 & 10 May 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 pays attention to the school's operation. It organises meetings regularly to understand the administrative matters as well as learning and teaching of the school, so as to provide appropriate guidance and support. The management maintains close communication and collaboration, leading the team to enhance the service quality of the school in various aspects with concerted effort. The management places emphasis on children's learning effectiveness. It introduces teaching approaches in connection with the trends of education development and strives to improve the activity design and environment set-up. In addition, it taps external resources properly to arrange various teacher training activities according to the development plans and teachers' needs. The management also encourages teachers to learn from one another to enhance their professional competence and foster curriculum development through internal exchange opportunities including peer lesson observation and meetings. The management is open-minded and willing to listen to teachers' views. It is able to demonstrate its role of professional leaders. The team consents to the development directions of the school. It actively practises what it has learnt to continuously improve teaching and child care work.
- 1.2 The school has followed up the recommendations of the previous Quality Review to develop a clear school self-evaluation (SSE) mechanism and strengthen the work related to curriculum management and catering for children's diverse needs. The school recognises the SSE rationale and puts the rationale into its daily teaching and school operation. It also collects stakeholders' views through meetings, questionnaires, etc. The management leads teachers to evaluate the school context so as to discuss the major concerns for the next year. In recent two years, the school has set its major concerns as facilitating children's active learning and enhancing the effectiveness of children's interactive learning. The school is able to set clear objectives and deploy appropriate strategies in terms of teacher training, resource management and activity design. The team works together to implement the plan

and improve the teaching effectiveness. The plan has been gradually delivering results.

- 1.3 The school cares about children's developmental needs. Teachers observe children's performance carefully and consult the management in a timely manner to make referrals and take follow-up actions for children in need. The school maintains close day-to-day connection with parents, building a relationship of collaboration and mutual trust with them. It arranges parent-child activities, volunteer work, lesson observation and so forth for parents to gain an understanding of their children's school life. The school attaches great importance to parent education. It capitalises on the resources of the sponsoring body to organise diversified activities. It also enhances parents' parenting skills and facilitates exchange of experience among themselves, meanwhile helping parents understand their children's developmental needs. The school and parents join hands to nurture children.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* to design a comprehensive and balanced curriculum which covers all learning areas. The curriculum is designed with an integrated approach and different learning areas are connected by themes, including the cultivation of values and attitudes, as well as the learning of skills and knowledge. Recently, the school has promoted the development of its school-based curriculum. It adjusts the curriculum in accordance with the characteristics of the community and children's interests, for example, adding learning content about Light Rail and West Rail to better relate the curriculum to children's life so as to enhance their learning motivation. The school also arranges more theme-related visits to enrich children's learning experiences, for instance, leading children to observe street facilities and visit police stations. The school arranges sufficient time for music, physical, art and free choice activities for children daily to facilitate their balanced development.
- 2.2 The school formulates its policy on the assessment of children's learning experiences. The assessment objectives are in line with the curriculum design as well as the principle of children's physical and psychological development. The management leads teachers to set the assessment items and criteria based on the thematic learning content to form the basis for continuous observation of children. Teachers record the assessment results in the thematic assessment reports which can reflect children's

learning progress. The school develops learning portfolios for children to keep their thematic assessment reports, observation records and their works as evidence of their growth. Teachers follow up the assessment results to support individual children's needs and collate the assessment results of the whole class for conducting teaching reviews. Starting from this school year, the school reflects individual children's development progress in broad terms by using the average scores at the end of the school term. Such approach is inappropriate and the results are not clear. Teachers are advised to collate and analyse individual children's assessment information in stages to understand children's development, so that the information can be used as reference for teachers and parents to support children's healthy growth.

2.3 The school has established a sound mechanism to coordinate and monitor curriculum implementation. The management attends lesson planning meetings and review meetings to steer teachers to adjust the curriculum and teaching strategies based on children's needs. Teachers can review the effectiveness of activities in accordance with children's learning and take timely follow-up actions, which is conducive to improving the teaching effectiveness continuously. However, some K3 homework, including reading comprehension, unscrambling sentences and mathematical calculations, is too difficult and fails to meet children's abilities and needs. The school ought to cancel inappropriate homework as soon as possible. It should also reduce the amount of repeated copying for K2 and K3, while encouraging them to explore text and do meaningful writing through real-life contexts. In addition, it should ensure that the activity schedule for facilitating the interface between kindergarten and primary schools for K3 is balanced in order to address children's developmental needs.

2.4 In recent two years, the school has set facilitating children's active learning as the major concern. Last school year, it adopted strategies such as teacher training and collaborative lesson planning to deepen teachers' understanding of designing corner activities so as to extend children's interest in thematic learning. Teachers then practised what they have learnt in each grade level. The school has identified the areas for improvement through SSE, hence it sustains the related work this school year, including full implementation of collaborative lesson planning to strengthen collaboration and exchange among teachers, enrichment of teaching materials and teaching aids, as well as refinement of corner design. As observed, there is a great variety of interest corners, such as imaginative play, music and language games. The materials in the corners are abundant while the games are interesting to extend

children's learning experiences. The corner design is connected with themes. Teachers are able to stimulate children to take part in role-play and interact with peers through real-life contexts. They also intervene and participate in children's play in a timely manner to facilitate their social and language development. Children are engaged in playing musical instruments and creating artworks, and their creativity starts to emerge. They also enjoy observing real objects related to the themes in the exploratory corner and carry out simple testing. Children actively participate in various activities, creating a free and joyful atmosphere in free choice activities. Teachers may nurture children's reading interest and help them develop a reading habit by selecting picture books of children's interests and entering the corner to read with children in a suitable time, so as to create a reading atmosphere which helps children build a foundation for self-directed learning.

- 2.5 This school year, the school has taken enhancing the effectiveness of children's interactive learning as another major concern. It arranges training activities to encourage teachers to enhance the element of interactive learning during thematic discussion. Teachers first introduce the themes by using story plots. Then, they invite children to cooperate and complete the simple learning tasks, and add the "Group Cooperation and Interaction" session to enhance children's interaction as well as the learning effectiveness. From observation, children are interested in the learning activities. They listen to teachers attentively and answer questions actively. Children are used to discussing with peers. They can briefly exchange their views with words. The effectiveness of interactive learning is proven. Nevertheless, teachers request children to share their thoughts using the written form of the language during some sessions, which restricts children's ways of expression and lowers their engagement. The school is advised to relax the rules of the activities and encourage children to freely express their views and interact with peers, thereby enhancing the effectiveness of the plan.
- 2.6 Teachers are well-prepared for their teaching. They use diversified strategies to make learning more interesting. Teachers' systematic expression and good use of body language supplemented with real objects and teaching materials facilitate children's learning. Teachers adjust their teaching and caring approaches according to children's different paces of development, so as to support individual children's needs. Children observe rules and are courteous, and get along well with peers. They know how to tidy up their belongings, showing good self-care abilities. They also act as little group leaders and caring angels to serve peers.

2.7 The music activities are well organised, including singing, rhythmic movements and playing musical instruments. Teachers' explanation and instructions are fluent and clear. Children are familiar with the songs. They enjoy singing and sing well. They also know the rules of playing the musical instruments and take pleasure in performing together. However, children's movements lack variety in the rhythmic games. Teachers may provide more demonstration and inspiration with respect to body movements so as to develop children's aesthetic sense and creativity. The school makes good use of space to conduct physical activities for children to take part in various kinds of physical games, including group games and skills learning games. Children are energetic. They display good body coordination skills and know how to control body movements. Children relax their bodies and minds during games, thus facilitating their physical development.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school strives to develop its school-based curriculum to enhance the effectiveness of learning and teaching in a step-by-step manner. It may improve the ways of collating and analysing children's assessment information to clearly reflect each child's development progress. In addition, by means of collaborative lesson planning and teaching reviews conducted by the teaching team, the school may improve the environment set-up and teaching strategies, which in turn enhance the teaching effectiveness continuously. Furthermore, the school must stop arranging those difficult homework and design appropriate learning content for K3 children.
- 3.2 The team works together and makes concerted effort to evaluate the school's current situation and formulate the development directions through SSE. The major concerns can address the school-based needs. The school may make good use of children's performance and assessment information that are related to the development objectives to prove the continuous advancement of the school. Such information also serves as the school's reference for planning the work in the next stage.