

**School No.: 314684**

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

**North Point Methodist Church Kindergarten**

**1/F-2/F, Yuet Ming Building, 125-133 King's Road, North Point, Hong Kong**

**6, 7, 8 & 10 May 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: 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 school upholds the mission and goals of the sponsoring body to care about children's development in the domains of spirituality, ethics, intellect, physique, social skills and aesthetics, and strives to lay a foundation for children's whole-person development. The management has clear rationale of education. It takes into account of the school context and makes critical assessment of the situation in order to plan administrative affairs and refine the organisation structure of curriculum management, so as to delegate authorities to teachers and exploit their potential. The teaching team has developed a sense of belonging to the school. Members of the team actively take part in training and are pleased to share their knowledge. They communicate and collaborate with each other to enhance the quality of learning and teaching. The management attaches importance to the professional development of teachers and actively equips them, thereby building a learning community. In a concerted effort, the school team is committed to promoting the school to move forward.
- 1.2 The school team has entrenched the school self-evaluation (SSE) culture in all areas of work. The management leads the team to implement the SSE rationales in daily work. The school collects views from stakeholders through different channels and analyses children's performance so as to review and enhance the work effectiveness. The school makes good use of the evidence-based SSE and has created a rich musical atmosphere in these two years. It formulates task objectives from the perspectives of children, teachers and parents, meanwhile deploying different strategies such as planning diversified music activities, strengthening teacher training and parent education to arouse children's interest in music. The school refines its work plans progressively. It adjusts the work focuses this school year to nurture children's abilities in music appreciation. The development plans have proven effective. In the meantime, the school not only enhances the environment set-up and activity design, but also provides relevant training for teachers to reinforce their role in

children's play, as well as increasing children's opportunities for free exploration, thus helps children learn through play strategically.

- 1.3 The school adheres to the education rationale of the sponsoring body to create a caring and inclusive campus. The school accepts and caters for children's different backgrounds. It identifies their needs as early as possible, and provides them with referral and follow-up services. Moreover, the school properly taps community resources to render appropriate support to children in needs. Through individual counselling, cultural experience and group learning activities, etc., the school helps non-Chinese speaking (NCS) children adapt to school life as quickly as possible and boost their confidence in listening to and speaking Cantonese. Besides, the school regards parents as partners and joins hands with them to facilitate children's growth. By means of a variety of channels, the school keeps in close contact with parents to let them understand their children's learning performance and the school's curriculum goals in a timely manner. The school collects views from parents through the parent-teacher association and plans parent education activities in meeting their needs, actively encouraging them to participate in diversified parenting seminars and parent-child activities. The school pulls together the efforts of parents strategically and capitalises on parents' expertise and talents by inviting them to participate in school activities and be volunteers. Parents are willing to join school activities, showing care and support to the school development.

## **2. Learning and Teaching**

- 2.1 In light of children's interests and life experiences, the school selects appropriate learning content and connects it with real-life themes. In connection with the school mission, the school helps children know and appreciate themselves, others and their surroundings. The school plans the learning progress in a gradual manner, and arouses children's interest in exploration through diversified and meaningful activities. Furthermore, the school enables children to learn on their own initiative through hands-on experience, play and project activities, so as to nurture their positive values and attitudes, help them develop learning ability and construct knowledge. The curriculum content is comprehensive. The school arranges a wide range of activities in the daily schedule. However, it should make sure that children can have adequate opportunities to take part in physical play activities every day, so as to develop a strong physique.

- 2.2 The school formulates assessment items in accordance with child development and the curriculum objectives. It sets assessment criteria for each objective so as to assess children's learning and development more objectively. Teachers observe children continuously. They use the assessment form to summarise children's performance, supplemented with written analysis, at the end of the school term for parents' understanding of their children's development in each stage. The school communicates with parents promptly. It explains to parents their children's learning progress and gives suggestions to facilitate children's growth, which is conducive to home-school cooperation. Teachers collect the work and activity photos of children in different stages as evidence of their growth. The school's assessment policy of child learning experiences is well developed. Teachers make reference to children's daily performance and follow up their learning and development. They make timely adjustment to teaching so as to promote sustainable development of the curriculum.
- 2.3 The school has a sound curriculum management mechanism. The management keeps abreast of the trends of education development. It acts as a professional leader to steer the team to keep pace with the times and promote the curriculum development. The management monitors the implementation of the curriculum through meetings, lesson observation, scrutinising curriculum documents, etc. It also plans internal training and teaching demonstration to provide guidance and support to teachers. In consideration of children's developmental needs, teachers make suggestions on curriculum design and enhancing teaching in personal reflection, class-level meetings and whole-school meetings. In this way, the team adheres to the rationale of child-centredness and keeps refining the curriculum through the interconnected self-evaluation process, viz. planning, implementation and evaluation so as to enhance the effectiveness of learning and teaching.
- 2.4 The school has regarded arousing children's interest in music as the major concern these two years. It strengthens teacher training in order to deepen teachers' musical knowledge and improve their teaching skills. Besides, the school designs music activities such as singing, music appreciation and musical performance to enrich children's musical experiences. As observed, teachers grasp the design focuses of the music activities, enabling them to use flexible teaching approaches and communication skills, through interesting voicing exercises, contextual scenarios, games, etc., to immerse children into the music activities. Children are encouraged to make changes to the words on songs, play musical instruments and perform

rhythmic movements, unleashing their imagination and creativity. A good interactive learning atmosphere is created during lessons. Children are enthusiastic about singing-along. They express themselves through physical movements in response to the rhythms and tone of music. They also enjoy singing and playing musical instruments together. Children sing well and display strong rhythmic sense.

2.5 The school integrates music into children's daily life. In addition to singing hymns in the morning assemblies, children also take turns to share the songs they have listened to at home through broadcasting in the school. The school also designs a collection of nursery rhymes for parents and children to sing along. The school reviews the effectiveness of the work plan in a timely manner and refines the implementation strategies in an ongoing manner. Last school year, the school arranged a parent-child music workshop to enrich parents' understanding and experience of music. This school year, it solicits the efforts of parents by inviting them to play musical instruments in the school so as to promote music education in a concerted effort. The school carefully selects songs with positive messages to help develop children's active and thankful attitudes.

2.6 By means of displaying greeting cards drawn by children as well as parents' appreciation and encouragement to children, the school has created a caring atmosphere in the campus. There are various activities in the classrooms in which a variety of materials are provided by teachers for children's selection. Last school year, the school purposefully designed different activity zones along the corridors to increase children's opportunities for engaging in free exploration and sensory experiences during free choice activity sessions. This school year, the school enhances the effectiveness of the work plan by arranging teachers to observe and exchange their experience in peer schools so as to widen their horizons and thus, improves the effectiveness of exploratory play. From observation, children enjoy exploring wind, light and shadow freely. They also have fun from observing daily life phenomena such as the rolling of round objects. Children show great interest in diversified art creation media, they use different materials and tools to draw. The exploratory activities are designed to meet children's interests which are effective in stimulating their curiosity. Teachers encourage children to try different ways to play and solve problems in activities. They design mixed-age activities for children to explore with their peers happily. Children are pleased to give way to and help peers, showing good affective and social development. Chinese speaking and NCS children actively talk with each other, building a harmonious relationship. Teachers

guide children to share their discoveries during the concluding session every day.

- 2.7 The teacher-child relationship is harmonious and warm. Teachers respect and care about children. They often take part in children's play to set examples of learning and getting along with people. Teachers use storytelling, games, art creation and other teaching approaches to arouse children's learning interests. In addition, they use questioning flexibly to guide children to express their feelings and ideas, which is conducive to building children's confidence in learning and communicating with others. Teachers understand children's abilities and interests, they cater for children's individual needs and adjust the homework arrangement promptly in light of their learning progress. Teachers also encourage children to help each other so as to create an inclusive campus.
- 2.8 Children enjoy going to school. They are keen to learn and devoted to learning activities. They listen and respond to teachers' questions attentively while expressing their thoughts confidently. Children are obedient and polite, they greet people actively. Teachers let children take turns to be the group leader to learn to serve others. Children have a sense of responsibility and are happy to share the work. They have developed good daily routines and self-care abilities. By end of activities, children clean up the materials to keep the play area neat and tidy. They also get food and tableware on their own before snack time, and tidy up the items and clean the tables after finishing their snacks.

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

The school has developed an effective management mechanism which is able to capitalise the professional capacity of the team to keep advancing in different areas of work through SSE. The management should lead the team to conclude the experience from implementing the development plans to refine the school-based curriculum continuously, so as to enhance children's learning effectiveness through free exploration. Moreover, the school should ensure that children would have adequate amount of daily physical exercise to develop a strong physique.