

**School No.: 513423**

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

**Rhenish Mission School**

**G/F-4/F, Emmanuel House, 86A Bonham Road, Hong Kong**

**8, 9, 10 & 12 November 2021**

**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: 8, 9, 10 & 12 November 2021

- 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 cares about and supports the school. It visits the school and attends meeting regularly to understand and give advice on the school's administration and the development plans. The management has served the school for years and is familiarised with the school operation. It allocates duties of staff according to their experiences and strengths. The school team is stable. With well-defined authorities and responsibilities in each position, staff members can discharge their own duties properly. A transparent career ladder has been established for experienced and dedicated teachers to try taking up the role of curriculum leader, enhancing their leadership skills. The school has followed up the recommendations of previous Quality Review to devise the professional development plans for teachers in accordance with the pace of school development and needs of teachers. Lesson observations and meetings are arranged to promote exchanges amongst teachers, and facilitate teachers to apply and share what they have learnt, thereby creating a culture of mutual-learning amongst the team.
- 1.2 A school self-evaluation (SSE) culture is built and the school implements the SSE rationale into its daily operation. To plan the direction for future development, the school reviews its context and understands the needs of different stakeholders through analysing information such as teaching reflections and questionnaires. In the last school year, the school put strengthening children's abilities of free exploration as its major concern. It implemented the work with appropriate strategies, including arranging teacher training and refining the free choice and physical activity design. The major concern of the school in this school year is to cultivate children's interest in learning English. It arranges training programmes for teachers to enhance their skills and confidence in conducting activities and then put their practice in classroom in a step by step manner. The plan is at the initial stage and the effectiveness has yet to be seen.
- 1.3 The school looks after children conscientiously and caters for their diverse needs.

There is a clear and systematic identification and referral mechanism to provide referral services for the children in need at the earliest. A task force is set up to follow up the cases of children with special needs properly via communication with professional teams and discussion with class teachers. The school promotes parent-related work proactively. It maintains close liaison with parents and informs them about their children's learning in a timely manner. It also provides seminars for parents to enhance their parenting skills and arranges parent-child activities to foster their interaction and communication with children. Parent volunteers are systematically organised for performing drama for children during festivals and assisting in new children's adaptation, promoting home-school collaboration. The school has gained trust and support from parents, and they cooperate to help children learn joyfully and grow healthily.

## **2. Learning and Teaching**

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and the teaching packages, the school devised a school-based curriculum by integrating different learning areas using learning themes. The curriculum is comprehensive which cultivates children's attitudes and facilitates their acquisition of knowledge and skills. The school places emphases on nurturing children's moral development. It sets moral characters such as being honest, kind and forgiving as the learning objectives and helps children develop good behaviour through different activities. For example, using skits during morning and afternoon assemblies to facilitate children to understand not to keep others' lost items, sharing stories in religious activities to help children learn to take care of animals and forgive others, and establishing a reward scheme for good behaviours to instil positive values and attitudes in children. Children are provided with sufficient time to engage in music, physical and art activities every day. Nevertheless, there is one day per week during which K2 and K3 children do not have sufficient time to participate in free choice activity. The school should follow up such arrangement accordingly. The homework for K1 and K2 children is appropriate but some homework on Chinese and early childhood mathematics for K3 children in the second school term is considerably difficult. The management should lead teachers to review and remove the related content in order to meet the developmental needs of children.
- 2.2 The school records and understands children's learning in different areas through

continuous observation. The assessment items of child learning experiences align with the content of thematic learning. Teachers summarise children's development in different stages in a timely manner and provide concrete text descriptions to manifest children's learning attitudes and characteristics. Parents are also encouraged to record their children's living habits that help teachers understand children's growth in multiple perspectives. Besides, children are guided to do simple self-evaluation on their living habits and appreciate their own good behaviour. Teachers meet parents every school term and provide them with the learning portfolios which contain their children's observation records and works. Learning progress of children and suggestions for supporting them are also shared and discussed in the meeting. The school makes use of the children learning assessment information to understand children's development, in order to take appropriate follow-up actions and inform the curriculum planning.

- 2.3 The school has set up a mechanism for curriculum coordination, monitoring and review. The management reviews the interface of curriculum of each grade level with the team leaders. It also leads teachers to draw up the thematic teaching plans, and discuss the activity arrangement and the setup of interest corners. By observing classrooms activities with walk-throughs and scrutinising teaching documents, the management monitors the implementation of teaching activities and provides teachers with suggestions for improvement in a timely manner. While teachers reflect on their individual teaching diligently, the team follows up on the effectiveness of teaching, homework arrangements and assessments in the curriculum review meetings at the end of each theme and school term, improving the curriculum systematically.
- 2.4 Taken into account the needs of children, the school set major concern as facilitating children's free exploration abilities in the last school year. It has introduced training for teachers to enhance their skills of setting up learning environment and to master the role of teacher in children's play. Diversified games are carried out in free choice and physical activity sessions respectively. During free choice activities, children are provided with items which are commonly used in daily life such as paper bowls, paper balls and clothespins to create games or three-dimensional artworks. Teachers change and add new materials from time to time to stimulate children's creativity, fully performing their role as material providers. Children are engaged to design games and play. They also share their artworks with teachers and peers, manifesting enthusiasm. Teachers often observe and take part in children's play.

They invite children to share experiences during conclusion session which helps children consolidate what they have learnt effectively. During physical activities session, teachers set up free choice activities including hopscotch and cycling for children's participation. Children are also provided with big card boxes, bean bags, small rubber rings, etc., to design different activities together like constructing a tunnel to crawl through and setting up aiming games. They enjoy the fun of designing games and engaging in physical activities.

- 2.5 The school makes good use of the corridors and the walls by the stairs to display children's artwork, facilitating children to appreciate each other's works. Interest corners such as imaginative play corner, reading corner and visual art corner are set up in line with the learning themes. Teachers put effort into designing the imaginative corners that they decorate the corners as restaurant, fruit shop and home environment for children to engage in role play activities, which are popular amongst children. In order to attract children to take part in different free choice activities according to their learning pace, the school may continue to make the activities of other interest corners more interesting and different levels of teaching aids should be designed to cater for children's abilities. Besides, computer games are available for children, and the content of which aligns with the learning themes. However, some of the games require considerably advance eye-hand coordination skills which fail to meet children's development. The school must review the appropriateness of the games.
- 2.6 Teachers are well prepared for teaching. They use real objects and pictures to design games with the view to arousing children's learning interest and helping them understand the learning content. Teachers encourage children to express verbally and often invite them to share their experiences and thoughts. Examples include arranging children to lead peers to pray before having snacks and inviting K3 children to present their views from group discussion. All these can enhance children's verbal expression ability. Teachers are good at storytelling. They share the story plots with lively and interesting tone to attract children to engage in learning. They also lead children to dance along with the music, sing and take part in music games, facilitating them to enjoy the fun of music activities. For children with learning needs, teachers support them by providing peer support, homework adjustment, etc. The school puts emphasis on building children's routines. Teachers generally use clear instructions and visual cues to help children line up, switch to activities and pay attention in activities. However, some of the children still need time to get

familiarised with the activity rules. The management may further guide teachers to share the effective strategies amongst themselves, with a view to enabling children in need to grasp the routines of activities, so that they can quickly get involved in learning and playing with peers joyfully.

- 2.7 Children are confident, active and they enjoy talking with others. They are enthusiastic in art and craft activities like painting and working in collage creation. Children have developed the habits of putting their personal belongings into their school bag and taking initiative to put the materials back to the original places after activities. They can also take off and put on shoes on their own before entering and after leaving the imaginative play corner, showing good self-care abilities. Children get along well with peers in general. They are able to cooperate and share with peers, demonstrating good social development.

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

The school takes into account the needs of children to devise suitable major concerns. It is advised to draw up concrete success criteria when developing the work plans for the team to review the work effectiveness in a focus manner. In recent years, the management has strengthened its curriculum leadership for improving the teaching quality. The school is required to further follow up on the appropriateness of some learning content for K3 children, including those content in kindergarten-primary transition activity. It should also holistically review the arrangement of daily activity schedule and refine the setup of the interest corners in order to improve the effectiveness of learning and teaching continuously.