

**School No.: 159000**

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

**Hong Kong Sheng Kung Hui  
The Church of the Epiphany Kindergarten**

**Broadview Garden, 1 Tsing Luk Street, Tsing Yi, New Territories**

**14, 15 & 17 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: 14, 15 & 17 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 management has served the school for years and is familiar with the school's mission and daily operation. It maintains frequent communication with teachers and works together to implement different work of the school. The school recognises the importance of teacher training, it organises various professional development activities for teachers and arranges external training. Teachers share what they have learnt from training with peers to facilitate the exchange of views among the team. The school follows up the suggestions of the previous Quality Review to revise the daily schedule with the aim of providing children with balanced learning experience. In addition, the school facilitates its development through strengthening home-school cooperation.
- 1.2 The school agrees to the rationale of school self-evaluation (SSE). The team makes reference to the review information, questionnaires of stakeholders and children's performance of relevant activities to review the annual work plans collaboratively. It also considers the developmental needs and human resources of the school in devising the major concerns of the year. The school values the cultivation of children's virtues. Last year, it took part in the external support programme and used moral education stories to help children develop positive values. In line with the trends of curriculum development and needs of children, the school enhanced the play elements in free choice activities last year so as to add more fun to corner activities and arouse children's interest, hence facilitating children's self-directed learning. Based on the experience of the previous year, the school places emphasis on strengthening the connection between corner activities and thematic learning as well as the exploratory elements in play this year. The school devises work focuses of the year according to its context and implements work plans in a gradual manner.
- 1.3 The school has close liaison with parents. It accepts and cares about children with diverse needs. A clear referral and identification mechanism is in place to provide appropriate support and follow-up services for children with special needs. Another

major concern of the school this year is to cater for children's diverse needs. The team actively participates in relevant training to understand children's different needs and often discusses support strategies in light of children's development progress. The relevant information is properly recorded as reference for rendering follow-up measures in the future. By organising different parent seminars and parent-child activities, the school helps parents understand children's developmental needs and works with parents to create a harmonious and inclusive ambience on the campus.

## **2. Learning and Teaching**

- 2.1 In consideration of children's interests and life experiences, the school designs a school-based integrated curriculum which is comprehensive. The topics of the project activities are originated from children's daily life. By means of observation, exploration, practice and so forth, the school develops children's inquisitive attitude, and lets them learn life skills and knowledge. The school arranges a balanced daily schedule to provide children with sufficient music, physical, art and free choice activities every day. Yet, some K3 homework arranged by the school is rather difficult. The school must cancel those homework which does not meet the needs of child development.
- 2.2 The management is responsible for coordinating and monitoring the curriculum. It leads teachers to plan, implement and review the curriculum through classroom walkthroughs, peer lesson observation and scrutinising curriculum documents. Furthermore, the management often observes children's performance to understand the curriculum implementation. Teachers design the learning content of class-based project activities according to children's interests. However, some of the content is quite difficult which does not meet children's development stage, such as understanding the structure of bridges, using needles and string to sew clothes. Children are not able to understand the learning content and relevant skills. The management should steer the team to consider children's developmental needs carefully, set appropriate learning objectives and improve the activity design, so that children can explore freely according to their abilities, thereby facilitating learning and development. Teachers reflect on the teaching effectiveness with reference to children's reaction during activities. However, the teaching reflections are not comprehensive enough. The school should summarise children's performance in different areas so as to review the teaching effectiveness and improve the teaching

design in a comprehensive manner.

- 2.3 The school regarded cultivating children's virtues and positive values as the major concern last year. It took part in external support programmes and used picture books to strengthen moral education elements in the curriculum. Teachers plan lessons, implement and reflect on the teaching plans collaboratively, infusing moral education elements into the curriculum. The school also makes use of relevant parent education activities to gain parents' support to nurture children's virtues. From observation, children are self-disciplined and obedient. They get along well with peers and are sociable. They express care to others and take the initiative to help their peers while demonstrating the spirit of service.
- 2.4 The school actively encourages children to learn through play. Last year, it enhanced the play elements in the interest corners, and further reviewed and improved the duration and approach of conducting free choice activities in the daily schedule for children to plan their activities according to their preference. This year, the school emphasises the connection between free choice activities and themes. It also enriches corner activities by purchasing new teaching aids with exploratory elements. From observation, there are corner activities based on thematic learning in the classrooms to consolidate and extend children's learning. Children have developed activity routines and choose activities according to their own preference. Nevertheless, there are still quite a lot of constraints found in the activity design which is ineffective in arousing children's interest in exploration. The team has to continue to explore teachers' role in designing and leading exploratory activities so as to inspire children and enhance the effectiveness of work plans.
- 2.5 The school makes use of the wall outside classrooms to display an array of children's learning content and activity highlights. However, the display is in text mainly which is not appealing to children. The school is advised to strengthen the environment set-up and create an interesting learning environment from children's perspective. The school arranges venues and uses community facilities flexibly to provide sufficient space for conducting gross motor and other activities for children. Teachers arrange physical activities in various forms. Children are enabled to facilitate their physical development through group games, skills training, sequenced games, etc. From observation, children have good control over basic physical movements and are courageous to try different kinds of physical activities. Teachers add interesting elements to the activities by encouraging children to feel the melodies and beats of music through singing, manipulating musical instruments and

games. Children like music activities. They interpret the melodies by using body movements and perform rhythmic movements according to the tempo of beats, enjoying the fun of music activities.

- 2.6 Teachers are earnest and able to use real objects, pictures and so forth to facilitate teaching during thematic discussion. They also apply different communication skills and adopt questioning to guide children to express their views and encourage them to observe and think. Teachers cater for children's different needs. In addition to individual guidance and adjustment of assessment content, they arrange peer support to help children integrate into school life. During free choice activities, teachers observe children's performance and provide timely assistance. Teachers may lead children to share their experiences and feelings so as to help them collate and consolidate what they have learnt.
- 2.7 The school assesses children's performance in multiple perspectives by using continuous observation and records. The assessment content covers all learning areas and is in line with the learning objectives. Taking into consideration children's diverse needs, teachers adjust the content of some assessment items for children with special needs in order to reflect children's development progress. The school has developed learning portfolios for children so that parents get a clear picture of their children's learning and development. The school also uses child assessment information to inform the curriculum and makes reference to relevant information to follow up individual child's learning and development. Currently, teachers discuss and assess children's performance collaboratively. The school may collate their discussion results and formulate concrete criteria as reference for future assessment.

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

- 3.1 The school team strives to plan the curriculum in accordance with the development trends of kindergarten education. It also encourages children to learn from daily life. The management is suggested to lead the team to consider children's developmental needs and abilities carefully in order to set reasonable learning expectation, appropriate learning objectives and content. The activity design should also be revised by relaxing the rules for children to explore freely according to their abilities so as to facilitate their learning.
- 3.2 The school has developed a curriculum review mechanism. The team should

summarise children's performance in different areas to conduct a comprehensive review on the effectiveness of learning and teaching. It should discuss teaching strategies to facilitate children's effective learning and provide an appealing learning environment which is conducive to enhancing the teaching quality. It is also necessary for the school to cancel the inappropriate homework for K3, thus meeting the developmental needs of children.