

School No.: 325937

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

**S.K.H. Kindly Light Church  
Holy Carpenter Kindergarten**

**Level 7, Carpark Building, Hong Pak Court, Lam Tin, Kowloon**

**29, 31 May & 2 June 2023**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 29, 31 May & 2 June 2023**

- 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 maintains close liaison with the organisation and receives appropriate support and guidance in administrative management, curriculum development and so forth. In tandem, it exchanges experiences with the affiliated schools of the organisation frequently, which is conducive to promoting its development. The management leads the team to plan and review the school affairs, monitoring various tasks effectively. It follows up on the views and needs of teaching staff timely as well. The organisation structure of the school is clear. The management forms functional groups and assigns duties properly according to teachers' expertise and preference. Each functional group maps out the tasks of the whole year in an organised manner while reviewing and reporting the work progress regularly for all teachers to understand the work and development of the school. Every year, the school holds training related to the annual plans, encourages teachers to participate in external professional development activities and arranges peer lesson observations, hence striving to enhance the team's professional competence. The management is willing to listen to and accept the team's opinions. It encourages two-way communication and creates an open and positive school climate.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. All teaching staff embed the inter-connected self-evaluation process, viz., planning, implementation and evaluation in daily work. They examine the work in various areas and the implementation of major concerns on a regular basis. They analyse the views of stakeholders to evaluate the work effectiveness and in light of the review results, discuss the direction for the future development of the school. In these two school years, cultivating children's interest in reading, promoting moral education and strengthening the exploratory elements in curriculum have been the major concerns of the school. The management steers the team to carry out the plans in accordance with the school's context. It introduces external support in response to teachers' needs, which helps improve teachers' skills and confidence in designing

and leading relevant activities. The school formulates work objectives and implementation strategies from the perspectives of different stakeholders. The relevant plans have achieved results.

- 1.3 The school caters for children's diverse needs and sets up a mechanism to identify and arrange referrals for children with special needs. Moreover, it enlists external resources to let the children receive appropriate support in a timely manner. Adaptation activities have been arranged for the newly admitted children to learn about school life. The school communicates with parents through different channels like school notices and parents' meetings so that parents understand the school's development direction and join hands with the school to foster children's growth. Every year, the school arranges for parents seminars and activities that are related to the major concerns, putting a great effort into promoting parent education. The school also forms a parent volunteer team and invites the team to assist in carrying out school activities, such as decorating the campus and leading visits. It pulls parents' efforts together purposefully to build trust between home and school.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages to draw up an integrated curriculum collaboratively with another kindergarten of the organisation using themes. The curriculum content is in consonance with children's life experiences and interests and covers all learning areas, taking into account the cultivation of attitudes as well as the acquisition of skills and knowledge in children. The school attaches importance to children's moral development and incorporates the relevant elements into the learning themes. Through morning prayers, sharing of moral stories and so forth, the school nurtures children's good character such as being grateful and caring while encouraging children to practise good deeds in daily life. The plan of promoting moral education is implemented smoothly. The school helps children understand Chinese culture and develop a sense of belonging towards the country by conducting activities like national flag raising ceremonies, traditional festivities and ink painting and tie-dye exposures. Theme-related field trips are organised for children and different activities are put in the daily schedule. Yet, children may not have sufficient opportunities to take part in music, physical, art and free choice activities on activity day held on Fridays. The school is required to revise the imbalance daily schedule. In regard to homework, the school must cancel

the arrangement of asking K1 children to copy alphabets and numbers along dotted lines so as to meet children's developmental needs.

- 2.2 Teachers devise assessment content that corresponds to the curriculum goals. They assess children through continuous observation to get a grasp of children's performance in each learning area. The school creates learning portfolios for children to systematically maintain children's assessment information, works, etc., as evidence of children's growth and keeps parents informed of the development of children. Parents are also invited to record children's behaviour and living habits at home for teachers to better understand children's development. The school consolidates and utilises the child assessment information to support children's developmental needs and adapt the curriculum content.
- 2.3 The management leads teachers to jointly discuss the curriculum outline and teaching plans. It keeps track of the curriculum implementation and gives timely suggestions about the activities through attending meetings, observing lessons and scrutinising documents. Teachers reflect on teaching periodically, but they mainly describe teaching strategies and children's performance. Some teachers make suggestions on activity designs. The management is advised to guide teachers to review the teaching effectiveness from aspects including children's performance and learning objectives to inform the curriculum planning and implementation, hence enhancing the learning and teaching effectiveness to a further extent.
- 2.4 The school environment is clean and neat, with teaching resources placed orderly. The school uses the classrooms, lobby and outdoor corridors wisely to display children's different artworks so that children can appreciate the work of one another. The school promotes learning through play proactively. It reinforces the exploratory elements in the curriculum and puts an array of materials in the lobby for children to create or construct. As observed, children construct ramps at different gradients with building blocks and wooden boards on the mat to test the speed of toy cars sliding down. Alternately, children use rubber hoses and building blocks to design the play of transporting plastic balls, unleashing their creativity. Teachers support and join in children's play. After activities, teachers ask questions to help children consolidate their experiences. Children share their findings and solutions to problems of the play, thus extending their interest in the activities. In addition, there are different interest corners in the classrooms where the materials are diversified and manipulative. Furthermore, the materials are changed periodically to tie in with the themes, attracting children to take the initiative to manipulate them.

The school is spacious and it may plan the use of classroom and lobby space flexibly to let more children carry out art activities at the same time, thereby increasing the opportunities for children to participate in art activities.

- 2.5 In alignment with the major concern of cultivating children's reading habits, the school provides relevant training for teachers and parents. It launches an activity session for children to read books and listen to stories as well. Teachers and children engage in paired reading. Teachers also invite parents to school to tell stories and read with children at home. All these help cultivate children's reading interests and habits. Additionally, the school sets up reading corners in all classrooms and lobby. The reading corners are comfortably furnished with sofas and cushions, attracting children to read therein. As observed, children read spontaneously. Some children even share the content of the books with peers. The effectiveness of the plan is evident.
- 2.6 Teachers are kind and care for children. They have a good relationship with children. Teachers are conscientious in teaching. They explain and instruct clearly while their tones are lively. Teachers ask questions to inspire children to share their life experiences and feelings as well as leveraging different tactics in lessons including visual cues and individual guidance to support children with different needs. Nevertheless, the waiting time for some physical activities is rather long which results in children lacking sufficient opportunities for participation. Teachers are advised to review the activity arrangements to ensure that children have adequate amount of exercise.
- 2.7 Children love going to school and are curious. They connect their learning with daily life and like to share their experiences. Children are courteous and friendly. They play with peers enthusiastically, enjoying themselves. Children queue up under teachers' instruction and change activities in an orderly manner. They put on and take off their shoes by themselves and put back the toys properly after activities, showing good self-care abilities.

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

- 3.1 According to the results of SSE, the school formulates major concerns that are in line with its context. When devising development plans, the school is advised to set forth more corresponding success criteria so as to accurately evaluate the effectiveness of the plans and promote the continuous development of the school.

3.2 The school arranges different activities for children. However, it is required to revise the schedule of Friday to ensure a balanced learning experience for children. Regarding homework, the school must remove the inappropriate homework of K1 to meet children's developmental needs. Besides, in order to further enhance the effectiveness of learning and teaching, the management may lead teachers to review the activity effectiveness based on children's performance, learning objectives and other aspects, thereby informing the curriculum planning and implementation.