

School No.: 607886

Quality Review Report (Translated Version)

**S.K.H. Kindly Light Church
Holy Carpenter Kindergarten (Branch)**

**KG02, 7/F, Hong Pak Court Carpark Block,
139 Pik Wan Road, Lam Tin, Kowloon**

9, 10 & 12 April 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: 9, 10 & 12 April 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 has started in operation since last school year. It has developed a clear administrative structure. The management properly arranges posts for staff to exploit their strengths, establishing a good development foundation for the school. The school is determined to improve the education quality by strengthening the management's role in curriculum leadership. Besides, it also provides appropriate training for teachers to exchange and share their experience through lesson observation so as to foster their professional development gradually. The teaching team of the school strives to practise what it has learnt and achieves the objectives of each work plan with concerted effort, which is conducive to promoting the development of the school.
- 1.2 The management leads all teachers of the school to conduct the school self-evaluation work and practise the inter-connected self-evaluation process, viz. planning, implementation and evaluation in daily work. It also reviews the implementation effectiveness of the teaching activities collaboratively with teachers through collecting and analysing stakeholders' views, so as to discuss and revise each work plan. The school upholds its mission. It took nurturing children's moral development as the development focus last school year and strengthened the cultivation of children's morals through parent-child activities. The plan was supported by parents. The school ties in with the development trends of the kindergarten curriculum actively and practises the rationale of learning through play in order to help children build confidence and facilitate their self-directed learning. This has also been regarded as the major concern of the school in recent two school years. The school is able to implement various work in a step-by-step manner from the perspectives of teacher training, curriculum design, parent education, etc. The effectiveness is seen gradually.
- 1.3 The school identifies children's different needs through daily observation. It makes use of external resources to provide appropriate assistance to children with special

needs. The school implements suitable measures for helping newly admitted children integrate into school life in a progressive manner. It values home-school collaboration, hence it communicates with parents by various channels, meanwhile getting them informed of the development of the school and enhancing their skills in child-rearing through parenting seminars and parent-child activities. In addition, a parent volunteer team is formed for the purpose of assisting in implementing activities. The arrangements enhance the effectiveness of home-school collaboration. The school gains support and trust from parents, they join hands to foster children's healthy growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and takes into consideration children's interests and life experience to design a school-based curriculum which is comprehensive and balanced, and covers all learning areas. The school attaches great importance to cultivating children's reading habits. In addition to providing children with ample amount of quality picture books, the school also encourages parents to read with their children to arouse children's interest in reading. The daily schedule designed by the school is balanced and appropriate that children not only have whole-class, group and individual learning sessions daily, but also sufficient opportunities to engage in music, physical, art and free choice activities. However, some of the homework arranged for K3 children is rather difficult. The school should improve the arrangement by cancelling homework that does not meet children's abilities and developmental needs.
- 2.2 The school formulates the assessment items for each learning area according to the learning objectives. It records children's performance during activities and analyses their development progress through continuous observation. Upon completion of the school term, teachers summarise relevant assessment information to inform parents of their children's performance in different learning areas. The school also makes use of children's assessment information to understand individual child's development progress and takes it as reference for curriculum planning.
- 2.3 The mechanism of curriculum coordination, monitoring and review is effective. The management sets clear development directions for the curriculum, and leads teachers to conduct collaborative lesson planning, discuss the curriculum outline and thematic learning focuses, design teaching plans and corner activities. The school

places emphasis on teachers' professional exchange. It selects the development focuses of the curriculum, and strategically arranges peer lesson observation and post-lesson discussion so as to aptly collect teachers' views in enhancing the teaching effectiveness in concerted efforts. The management understands the implementation of the curriculum and provides suggestions for improvement to teachers through attending meetings, scrutinising teaching documents, classroom walkthroughs, etc. Teachers are used to reflecting on their teaching. They review their teaching effectiveness from the aspects of cultivation of children's attitudes, learning of skills and knowledge. The management may steer the teaching team to summarise children's performance in different activities so as to develop a comprehensive understanding of children's overall development. Therefore, the management could inform teaching and formulate improvement strategies to further enhance the quality of the curriculum.

2.4 The school values the cultivation of children's morals. Last year, it took the cultivation of positive values in children as the major concern. Through moral stories and a wide range of parent-child activities such as making cookies to express gratitude to parents, knitting scarves to distribute to the elderly in the community, etc., the school enables children to learn to be grateful and care for others through gradual and imperceptible influence. Parents consent to the school's development directions and are willing to cooperate with the school and participate in various activities. As observed, children are gentle, polite and friendly. They like inviting peers to play together. They help one another and get along in harmony.

2.5 To tie in with the development trends of the curriculum, the school actively implements the principle of learning through play, aiming to use play to help children build confidence and facilitate their self-directed learning. The school adjusts the daily schedule to increase the opportunities for children to engage in self-initiated play. It also joins external support programmes to strengthen teachers' professional training and sharing, which is conducive to improving teachers' skills in designing and conducting games. To cope with the implementation of the major concerns, the school improves the set-up of the lobby and interest corners in the classrooms in a step-by-step manner. It arranges each class to take turns to participate in activities in the play area in the lobby that ample and diversified materials are provided for children to select and create their own ways of playing. During the activities, teachers observe children carefully and play with them. They make good use of questions to stimulate children's creativity and thinking, meanwhile teaching

children positive values through incidental teaching. Teachers lead children to revisit and organise their learning experience, thereby consolidating their learning. Children enjoy the fun of activities. They show creativity by thinking of the rules of the games on their own and expressing their thoughts confidently. They share with peers their play experience and develop the positive attitude of self-directed learning gradually.

- 2.6 The school not only puts efforts to refine the play area in the lobby, but also improves the set-up of the interest corners in classrooms. It allows children to participate in decorating the corners to enhance their sense of belonging to the learning environment. Children select to play in different learning areas according to their own interests. They like pretending to take care of patients in the role-play corner, or reading together with peers. Children also engage in art creative activities such as papercutting and painting. After activities, children return the items by categories, displaying good self-care abilities. In order to further improve the effectiveness of the plan, the school may enhance the classroom set-up by enriching the exploratory elements in the corner activities. It may also improve the design of the activities in the exploratory corner by means of teaching review, thus developing children's curiosity through the process of observation, prediction and comparison.
- 2.7 Teachers are well-prepared for their teaching and take care of children meticulously. They encourage children to express their views during thematic discussion, meanwhile respecting their thoughts and views. Teachers use various strategies to cater for children's diverse needs, such as providing individual guidance and adjusting homework. They also design teaching aids with different levels of complexity to care about children with different learning paces. During music games, teachers add stories and lead children to engage in diversified music activities, including performing rhythmic movements, role-playing, manipulating musical instruments, etc. Children enjoy the music and learn the beats under a relaxing atmosphere. Teachers arrange physical skills training for children in accordance with the theme-based scenarios, with a view to developing children's skills in running, jumping, manipulating tools and so forth. They also allow children to climb, play slides, take part in chosen physical activities, etc., in the outdoor play area. Some of the activity design, however, is not able to provide children with sufficient amount of physical exercises. Teachers may review and revise the arrangement for physical activities, so that children are provided with adequate gross motor activities to build up their physique.

3. Recommendations for Enhancing Self-improvement of School

The management is able to establish the development foundation of the school and makes efforts to put the rationale of learning through play into practice, enabling children to learn under a relaxing environment. The management may make better use of the curriculum review information and lead the school team to summarise children's performance in different learning areas, so as to inform curriculum planning and teaching design, as well as improving the effectiveness of learning and teaching. The school must also stop arranging inappropriate homework for K3 children, enrich the exploratory elements in corner activities and improve the arrangement for physical activities, hence enhancing the effectiveness of children's learning.