

School No.: 325546

Quality Review Report (Translated Version)

**S.K.H. Kindly Light Church
Or Pui Cheung Kindergarten**

**G/F, 101-108 & 117-124 Tung Yuen House,
Chuk Yuen North Estate, Kowloon**

23, 24 & 26 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: 23, 24 & 26 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 visits the school regularly to understand the school's operation and needs. It deploys resources to support the school's development. The management understands the arrangement of different activities and the results of work review during meetings. It provides advice for improvement and actively participates in administrative and daily work. The management adopts different measures to foster the cohesion of the team with a view to stabilising the frequent changes of teaching personnel in recent years. These include organising social and religious activities to provide more communication opportunities for teachers to share their work experiences and feelings, so as to develop good rapport among them. The school also assigns senior teachers to support the newly recruited teachers in understanding the school culture and the teaching requirements, while enabling them to familiarise with the working environment as soon as possible. The team members discharge their assigned duties properly. The school operates in an orderly manner.
- 1.2 The school has followed up on the recommendations of the previous Quality Review gradually by paying more attention to children's interests when arranging the learning activities. In recent years, the school has regarded enhancing the effectiveness of children to learn through play as its major concern, aligning with the development trends of kindergarten education. The management arranges training activities for teachers to strengthen their skills in setting up interest corners, observing children and leading children to share their play experiences. The school establishes a mechanism to identify children with special needs, so that they can receive referral and support the soonest. It assists newly admitted children to adapt to school life through various measures including understanding children's habits and preferences through phone calls, questionnaires and face-to-face conversations for the sake of taking care of them and arranging activities. The school holds orientation activities before the commencement of a school year to introduce to

parents the children's daily activity schedule, school environment and the ways of helping children prepare for school. With the encouragement of teachers and parents, children adapt to change progressively. They are stable in emotion and devoted to learning.

- 1.3 The school has been placing emphasis on strengthening home-school cooperation in recent years. It organises various activities and provides parenting information for parents to understand children's developmental needs and parenting skills, with a view to enhancing their parenting competence. The school also invites parents to serve as volunteers to provide assistance in carrying out different activities so as to enhance parents' understanding of the school's operation. Parents support the school and collaborate with teachers to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 The school works together with kindergartens of the same sponsoring body to devise a curriculum outline and homework booklets. Making reference to teaching packages, the teaching team uses themes related to children's daily life to design integrated learning activities and set up the learning environment. A comprehensive curriculum is provided to children. The school emphasises children's spiritual and moral development. Positive messages are disseminated to children through storytelling during morning assemblies and religious activities. The school arranges a balanced daily schedule for children to have sufficient opportunities to engage in music, physical, art and free choice activities every day. Nevertheless, K3 children are not able to participate in free choice activities on each day during the period of implementing primary one simulation activities. The school must improve such arrangement and provide a balanced daily schedule to facilitate children's whole-person development.
- 2.2 Starting from this school year, the school has introduced exploratory activities which are extended from the thematic teaching activities. These activities are arranged in the last week of each theme for K2 and K3 children. According to children's interest, teachers and children agree on the topics for exploration. Through collecting information, sharing and playing simple games, etc., teachers guide children to have a deeper understanding on the matters they are interested in and extend their curiosity and inquisitive spirit. However, the school should continue to revise the K3 curriculum based on the principles of child-centredness, including

removing the difficult learning content in language and early childhood mathematics. It should also review and improve the homework design of each grade level holistically as the homework is considered excessive, difficult and involving too much repetitive copying. In addition, the school should design real-life and interesting simple learning tasks for children to consolidate and apply what they have learnt.

- 2.3 In view of the suspension of face-to-face classes due to COVID-19 pandemic in the last school year, the school seized this opportunity to renovate some parts of the school campus. It is hoped that children can learn in a safe and comfortable environment after the resumption of face-to-face classes. The school decorates the corridor outside the K2 and K3 classrooms into a cosy reading corridor and schedules a designated time every day for children to sit and read quietly. It also implements a reading scheme to foster children's reading habits. In the meantime, the school arranges K2 and K3 children to engage in English language activities in the community nearby starting from this school year. Hence, children can develop their interests and confidence in English language in an authentic environment. Teachers introduce the community environment and facilities to children for them to learn commonly-used English vocabulary in daily life. Children are willing to respond in simple English.
- 2.4 The school spares no effort to enhance the effectiveness of children's learning through play and has set this as a major concern in recent years. The management arranges teacher training activities like workshops and lesson observations. It also adjusts the daily schedule to set aside time for teachers to conduct reviews after children's participation in corner activities. The reviews help children summarise their play experiences, thereby promoting their learning through play. Teachers improve the design of interest corners in classrooms and place more materials therein for children to take part in corner games at their own preference. Teachers also invite children to collect unwanted domestic materials such as carton boxes and plastic bottles to create different playing methods and explore freely. Teachers set up emotion corners and big brush walls in some classrooms so that children can stay in a quiet place alone, talk with peers or draw pictures to give vent to their emotions and feelings. During review sessions, some teachers use pictures or children's drawings to guide children's sharing on their play experiences. Previous episodes of children's play and their work are shown to facilitate their appreciation for learning from each other. However, some review sessions are scheduled near the closing

time of the AM classes and teachers need to take care of the children who are departing from school, making teachers unable to conduct the reviews. The school still has to make necessary arrangement provide adequate opportunities for children to review their games, so that they can summarise the knowledge gained through play and share the fun therein with the help of teachers, thereby enhancing the effectiveness of the plan.

- 2.5 The school refers to the policy developed by the sponsoring body to conduct children's assessment while the assessment content aligns with the curriculum objectives. Teachers observe children continuously to record and assess their learning and development, and then report to parents regularly. The teaching team makes reference to the children's assessment information to review the teaching effectiveness and adjust the learning and teaching arrangement subsequently. The learning portfolios contain children's qualitative and quantitative assessment information, children's work and parents' feedback as evidence of children's growth. Teachers write several qualitative assessment reports for children every year to analyse their development in different areas and their anecdotal observation, and also compose assessment summaries at the end of the school year. Yet, the purposes of some assessment information are duplicated. The school is advised to review the arrangement of children's assessment by looking into the functions and the effectiveness of the assessment information meticulously. The assessment content should be simplified without affecting the holistic picture of children's learning and development so as to align with the objectives of assessment for understanding and facilitating children's physical and psychological development.
- 2.6 The management joins meetings regularly to conduct collaborative lesson planning and review teaching effectiveness with teachers, walks through classrooms and scrutinises documents to monitor the implementation of curriculum, and takes follow-up actions when necessary. Teachers review the activity effectiveness according to the recommendations of the management regarding children's participation, environment and facilities, and teaching skills, etc., and raise suggestions for improvement. However, due to the changes of teaching personnel in recent years, it is difficult to accumulate and inherit teaching experiences, which affects the deployment of development plans and the school-based curriculum development. The management needs to lead teachers to engage more in professional communication and encourage them to share their experiences in daily teaching, catering for children's diversity and implementing the major concerns.

They should also review the curriculum content and homework design based on children's performance and interests, so as to improve learning and teaching.

- 2.7 Teachers record and commend children's good behaviour to dovetail with the school's award scheme, which is conducive to developing children's positive values. Teachers use real objects in teaching and invite children to explore with senses for them to construct knowledge through hands-on manipulation. Some teachers prepare activities conscientiously. For instance, they cut up hard fruit beforehand so it can be shown to children quickly during activities. Teachers make use of seating arrangements, homework accommodation and individual guidance to cater for children's diversity. Most children take part in activities actively. Yet, individual children are emotionally disturbed on occasion and need extra care and guidance. The management is yet to strengthen its support to teachers, including providing in-class collaboration when appropriate and arranging training to enhance classroom management, thereby enhancing teachers' skills in catering for children's diverse needs.
- 2.8 Teachers provide opportunities for children to express their thoughts. Children are willing to express their own thoughts verbally or in drawings. They are keen to share. During reading time, children concentrate on reading. Sometimes they observe the illustrations and discuss the content of the story together with peers. After entering the school, children take initiative to greet teachers, clean their hands and put their personal belongings properly. Children follow the routine of entering school. Most of the K2 and K3 children are able to put on and take off their shoes and jackets by themselves, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has encountered frequent personnel changes in recent years. The school's self-evaluation work and the formulation of development plan are only taken charge of by some management team members and teachers. Such arrangement can neither take an overview of the school context nor review the overall effectiveness of the school affairs, making it unable to devise a suitable and clear development direction for the school. The school is required to continue to follow up on the recommendations of the previous Quality Review. The management should lead the teaching team to review the effectiveness of work in different aspects holistically, to understand the school's development foundation and areas for

improvement. They should also prioritise the focuses of work. When formulating the development plans, the school must identify clear objectives and the corresponding strategies, and allocate resources properly. Meanwhile, the school should set specific success criteria so as to evaluate the work effectiveness in a focused manner and plan follow-up actions with a view to facilitating school's sustainable development.

- 3.2 The school must review the homework design of each grade level and revise the curriculum of K3 level. It must remove the difficult learning content in language and mathematics as well as the homework which is inappropriate and focused on copying. When arranging primary one simulation activities for K3 children, the school has to maintain a balanced daily schedule. Besides, the management should strengthen its support to teachers in order to enhance their skills in catering for and guiding children with diverse needs. As such, children can learn joyfully and effectively.