

**School No.: 543357**

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

**Shau Kei Wan Methodist Kindergarten**

**G/F, Oi Yuk House, Oi Tung Estate, Shau Kei Wan, Hong Kong**

**11, 12 & 15 November 2024**

**Kindergarten Inspection Section  
Education Bureau**

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

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**Dates of Quality Review: 11, 12 & 15 November 2024**

☒ **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 supports and cares about the school development. It keeps track of the school operation through meetings, obtains opinions of the teaching staff and understands their specific duties during school visits. The management is proactive in communicating with the teaching staff that it is willing to listen to and accept suggestions. It also takes into account the priorities of work and strengths of teachers in setting up working groups in accordance with the school context, coordinating different school affairs systematically. The school has followed up on the recommendations of the previous Quality Review about teachers' professional development. It has arranged diversified training activities based on the major concerns and needs of the team to assist teachers in enriching the curriculum content and refining the teaching design, hence driving the continuous advancement of the school.

1.2 The school has established a school self-evaluation (SSE) mechanism. It evaluates the implementation of work at opportune times, gathers views of various stakeholders as well as having an integrated analysis of the review information to examine the situation of the school from multiple perspectives and discuss the development direction for the coming year. In light of the SSE findings and the development trends of kindergarten education, the school set optimising learning with multiple senses to boost children's learning experiences and helping children know about Chinese culture as its major concerns respectively in the last school year. Through

workshops, the school facilitated teachers' steady grasp of relevant teaching strategies and increased their confidence in organising Chinese cultural activities. In this school year, teachers deliberately enrich the sensory elements in music activities for children to cultivate creativity through sensory perception. Additionally, the school steps up efforts to promote Chinese culture at the curriculum planning and parent education levels with a view to further nurturing a sense of national identity in children. The team implements the work according to the plans and deploys resources in a flexible manner while designing appropriate daily teaching and parent-child activities to tie in with its development pace, leading to the smooth implementation of various tasks.

- 1.3 The school attends to children's development. A proper mechanism is in place for identifying and referring children with special needs, rendering appropriate support to them. Teachers design suitable teaching materials for non-Chinese speaking children to learn Chinese. Individual guidance is also provided during classes. The school adopts a step-by-step approach to help newly admitted children to get familiar with the school environment. It facilitates parents to learn about their children's performance during the adaptation period in order to understand their children's needs and take follow-up action. With respect to kindergarten-primary interface, the school arranges primary school visits for K3 children and invites principals of primary schools to share information and advice so that children who are about to be promoted to primary one can get prepared in every aspect. The school acknowledges the importance of home-school cooperation and sets another major concern in this school year, endeavouring to build a closer partnership with parents. A parent mutual support group has been formed in this school year, serving as a bridge for communication between home and school. The group also assists in organising parent-child activities to prompt parents to spend quality time with their

children. Meanwhile, the school launches an award scheme so as to encourage parents to take part in school activities, enhancing their sense of belonging towards the school. Parents and the school join hands to provide impetus for children's learning and growth.

## **2. Learning and Teaching**

- 2.1 The school selects real-life themes and connects content of each learning area through an integrated approach to draw up a comprehensive curriculum. In view of the learning themes, teachers arrange for children to have outdoor visits, sketch in parks, send letters at a post office and so forth to enrich their learning experiences. Using religious stories and activities, teachers cultivate children's positive values and attitudes. With regard to daily schedule, the school plans physical, art and free choice activities for children every day. Yet, it must increase the time for the music activities of whole-day classes so that children will be given more chances to express their feelings.
- 2.2 The school formulates its policy on the assessment of child learning experiences and adopts continuous observation to get hold of the progress of children in different learning areas. Thematic learning assessments, activity observation records, summative assessments, as well as parents' comments on the self-care abilities and living habits of children, are used to provide evidence for the growth of children from multiple perspectives. Teachers set explicit criteria for assessment items and make timely revision to evaluate children's performance in an objective manner. The school shares the learning progression of children with parents at opportune times to keep them informed of their children's situation while collating child assessment information as feedback for the curriculum, facilitating the curriculum development.
- 2.3 Through leading teachers to devise teaching plans for each grade level, having in-

depth discussions about activity design and lesson observations alike, the management monitors the implementation of the curriculum and also provides proper guidance and recommendations to teachers. Upon completion of a teaching activity, teachers conduct reflection based on children's performance and jointly examine the learning content and activity arrangements, making adjustments as necessary. Team members often discuss the appropriateness of the curriculum and learn from one another through focused peer lesson observations, thereby boosting the teaching effectiveness.

- 2.4 The school has been striving to refine the strategy on learning with multiple senses in recent years. It guides children to use their sight, touch, hearing and so on to engage in learning proactively. Putting the acquired knowledge from training into practice, teachers plan teaching procedures and select teaching aids meticulously. Teachers use music cues and various mini games to assist children with their breath and voice exercise. Children are allowed to observe images and listen to the changes of sound so as to compare and identify the dynamics and rhythm of music, facilitating their enrichment of elementary artistic experience. Before singing nursery rhymes, teachers deliberately ask children to explore relevant real objects with different senses in order to arouse children's curiosity. Alternatively, teachers encourage children to unleash their creativity to perform particular forms or scenarios with diverse body movements, helping children understand and feel the songs. Additionally, materials and musical instruments are available for children to sing loudly in the chorus while using castanets as accompaniment or dancing, resulting in a joyful atmosphere in class. Overall speaking, teachers incorporate the elements of learning with multiple senses into the activity design, which is effective in elevating children's interest and motivation to learn, hence children can enjoy the fun of taking part in the music games.

- 2.5 Drawing on the experience of promoting Chinese culture activities in the last school year, the school further integrates moral stories into the school-based curriculum in this school year. In thematic activities, teachers teach children the moral character of significant historical figures for children to gain insight into traditional virtues. Teachers not only introduce Four Treasures of the Study and dough figurines in a learning theme related to Chinese culture, but also prepare Cuju bamboo balls and Chinese shuttlecocks in the role-play corner on the theme of healthy living. Children can compete against themselves during the free choice activities, experiencing personally the fun of Chinese folk games. In the exploratory corners, children compare timekeeping instruments of ancient and present times or try making balloon rockets so as to gain an initial understanding of inventions and technologies of the country at different times. Apart from choreographing a ribbon dance for physical activities, teachers also organise diversified art activities including ink painting, paper cutting and opera mask making for children to appreciate the multifaceted nature of traditional art. The school connects relevant tasks with the curriculum naturally and strategically. Nurtured in the Chinese culture from an early age, children cultivate a sense of belonging to the country and develop national identity.
- 2.6 Teachers make good use of classroom space to set up interest corners dovetailing with the learning themes. For instance, a thematic corner is furnished with seasonal scenery and a role-play corner is turned into a barbecue scenario to deepen children's knowledge of relevant content. Plentiful materials are placed in the constructive corners. Teachers encourage children to create their own play using eco-friendly items. Children arrange tins and boxes in neat columns to create their own percussion instruments and hit them with small wooden sticks to explore the various types of sound. Some of the teaching aids provided by teachers are of different

levels of complexity, such as the language matching games containing images or text-only cues, to cater for learner diversity. Children love creating artworks. They take the initiative to post their works onto the display boards to share their unique ideas. Children's artworks are displayed all over the walls, ceilings and cabinet doors to fill the learning environment with childlike fun.

- 2.7 Teachers are amiable and kind, praising children in concrete terms. They prepare teaching aids earnestly to facilitate children's learning by showing real objects, designing scenario pictures and activity information cards. During free choice activities, teachers talk to and play with children while observing children's performance for knowing about their thoughts and ideas, giving hints or assistance at opportune times. Teachers set up active and quiet activities at the physical play venue. Children have opportunities to participate in gross motor activities such as throwing and catching bean bags or jumping. However, teachers are required to review and improve the activity design as well as encouraging children to make good use of the physical activity sessions for building up physique.

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

- 3.1 The management grasps the school development and strives to strengthen parents' sense of belonging towards the school. The school has already launched an award scheme to foster parents' active participation in school activities. Upon this foundation, the school may gather opinions from parents systematically and plan parent education activities that meet their needs.
- 3.2 The school refines its school-based curriculum proactively and expands children's learning experiences through a wide range of strategies. It is required to increase the time for music activities of the whole-day classes, giving children more opportunities to express their feelings.