

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

27, 28 & 30 November 2018

**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: 27, 28 & 30 November 2018

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 is pleased to respect and consider the views of teachers. Experienced staff are empowered to assist in managing and implementing the school's work. The management also provides guidance and support to new recruits in a timely manner, enabling them to adapt to the working environment. The management encourages the team to participate actively in the inter-school training activities organised by the sponsoring body, thereby implementing different developmental plans collaboratively in meeting the school mission for enhancing the learning effectiveness of children.
- 1.2 The school respects and accepts children's uniqueness. It deploys external resources to strengthen the caring for children with diverse needs, and also fosters children's learning and development through the continuous professional exchange and collaboration of teachers. The school promotes home-school cooperation actively. A parents' group has been established for years to encourage parental involvement. It acts as a bridge of communication between parents and the school, collects views from parents and organises parent-child activities. The school has built mutual trust with parents which is the foundation of the cooperative relationship. It has set up a resource corner and organised diversified activities, such as lesson observation and parenting seminars, for parents to grasp more parenting information and deepen their understanding of children's learning and growth so as to enhance their parenting efficacy. In recent years, the school has organised activities for non-Chinese speaking (NCS) parents in order to bolster their sense of belonging to the school and create a caring and inclusive school culture.
- 1.3 The school consents to the rationale of school self-evaluation (SSE). Taking into consideration of the development plan and the operational needs, the school has set up functional groups to coordinate and implement relevant work. The school is able to make improvement on the effectiveness of teaching and day-to-day work continuously through the cyclical self-evaluation process of planning, implementation and evaluation. The school has followed up the recommendations

of the previous Quality Review. It has improved the design of music activities, adopted more challenging physical activities and revised the homework design year by year. The school puts great emphasis on children's moral and health development which have been the major concerns in recent years. Last year, enhancing children's creativity was another major concern of the school. By means of acquiring more teaching resources, improving the arrangement of art activities and promoting parent-child activities, the school enriched children's experiences in artistic creation and optimised their enjoyment in art activities. In response to the needs of curriculum development, the school is able to take into account the activity design, resources deployment, home-school cooperation and so forth, to plan relevant development work with a view to enhancing the effectiveness of the school annual plan.

2. Learning and Teaching

- 2.1 Taking into consideration of children's interests and experience, the school devises the curriculum by making reference to the teaching packages with an aim to integrating content from different learning areas by themes. The school arranges visits for children to widen their horizons. The school curriculum is comprehensive and balanced. The learning content is related to children's daily life, and is able to cater for children's developmental needs in attitudes, skills and knowledge. The school nurtures children's physical health and wellbeing, as well as their holistic development, in achieving the education goals of the sponsoring body. Building on the solid experiences accumulated over the years, the school embeds the elements of life education in its curriculum. Children develop positive values and attitudes through morning assemblies, stories, "Life Education Weeks", etc. The school also encourages children to put positive values and attitudes into practice in daily life. It has set up an award scheme through home-school cooperation, and recorded children's good behaviour in the life education booklet. The school heads in the right direction to revise the homework content gradually, it has reduced the amount of copying and prevented children from writing characters with complex strokes. However, some homework content for K3 children is still rather difficult that does not meet children's learning needs. Also, there are too much repetitive copying of some vocabulary items for K2. The school is required to improve the above arrangements as quickly as possible.
- 2.2 The school implemented a development plan last year to enhance children's

creativity in art. Teachers participated in training and peer lesson observation. They improved the design of art activities collaboratively and formulated the key learning focuses for each grade level. Teachers provided children with rich sensory experience to explore art creation relaxingly. Children had pleasant experience from creating artworks on their own and in groups. Teachers kept children's work as evidence of their development progress of aesthetic creation. It is observed that children like participating in art activities. They are able to create artworks by using different craft materials and tools with a purpose and idea, they share their thoughts with peers during activities. Some classes collect unwanted materials in daily life for children to participate in creation so as to unleash their creativity. Teachers decorate the school premises with children's work for them to appreciate each other. The school engages parents in workshops and family art day with an aim to promoting the roles of art in child development. The development plan is supported by parents. In response to the evaluation of the development plan, the school devises the learning focuses for each grade level in accordance with children's abilities, thus helping children learn the way of artistic expression and develop creativity in a step-by-step manner. Teachers are advised to provide a variety of materials in the interest corners to encourage children to create freely during free choice sessions so as to elicit more creative ideas from children.

- 2.3 The school's curriculum team helps coordinate the curriculum planning across grade levels and the assessment of each theme while the team leader of each grade level collates the views of teachers in the same level, thereby the curriculum planning and implementation is carried out smoothly. Teachers keep the habit of reflecting their teaching. They review the teaching effectiveness with reference to children's performance. The curriculum team scrutinises the teaching plans and the teaching evaluations of each grade level and consolidates teachers' suggestions for discussion and follow-up. In addition to taking the lead in planning the curriculum, the management also monitors the curriculum implementation through attending meetings, walking through classrooms, scrutinising curriculum documents, etc., for providing teachers with suggestions on improving teaching skills and curriculum design. The school arranges peer lesson observation regularly which is conducive to teachers' exchange of teaching experience. The management is suggested to steer teachers to refine the curriculum evaluation mechanism by taking into account the review results on the effectiveness of the interest corners for enhancing teachers' skills in setting up the learning environment, with a view to developing children's

abilities in self-directed learning.

- 2.4 Teachers design various corners for each classroom to extend children's interest in learning and provide them with sufficient materials to conduct different activities. Children make their own decisions to select from a wide range of corner activities during free choice activity time. The corner materials are placed in good order for children's easy access and tidying up. Teachers walk through the activities for giving children guidance. Yet, teachers are recommended to participate in children's play activities more often in order to better understand their thoughts and learning experience. In this way, teachers are able to give timely feedback and scaffold children's learning.
- 2.5 Teachers have good communication skills and they give clear instructions. They guide children to express ideas through dialogues and questions, meanwhile listen to children's responses patiently, resulted in a good interactive learning atmosphere. Teachers are well prepared for lessons. They design interesting play activities and make use of multimedia, story books, pictures and so forth as teaching aids to stimulate children's interest in learning. By embedding theme-related scenarios in physical activities, teachers create more fun and provide diversified choices for children. Children have sufficient amount of physical exercises. A few teachers are able to design challenging physical activities in accordance with the focuses of skills training. They encourage children to take up challenges in a bid to enhance the effectiveness of physical training. Moreover, teachers adjust teaching and amount of homework to meet children's abilities and needs. Through different strategies such as peer support, individual guidance and home-school cooperation, teachers cater for children's diversity. From observation, children of different abilities and cultural backgrounds play together and get along in harmony when engaging in different activities. Upon this foundation, teachers are advised to encourage NCS children to share their daily-life experiences so as to increase their opportunities of using Cantonese.
- 2.6 Children are obedient, polite and respectful to teachers. They pay attention to teachers' guidance and respond actively. They also like sharing their life experiences and thoughts with others. Children show strong social ability. For example, they line up to change activities or take turns with others. They also give way to one another during games. The school arranges mixed-class activities by grade level for children of the whole-day classes. Children are happy to invite peers to play gross motor or music games, and listen to stories in the classroom or

participate in the corner activities together, demonstrating friendliness and sociability. Children have been encouraged to take care of themselves since K1. Children across grade levels generally are able to put on and take off shoes and socks as well as keeping their clothes tidy on their own. They also tidy up materials after use at the end of activities actively, displaying good habits of self-caring. To tie in with the environmental education promoted by the school, some children use their own handkerchieves to dry their hands after washing and have good living habits. Teachers provide opportunities for children to help others from time to time, children take the responsibility and cooperate with one another to complete the tasks.

- 2.7 The school observes and records children's performance in different learning areas continuously. Upon completion of each learning theme, the assessment information is distributed to parents for them to grasp their children's learning in a timely manner. Meanwhile, parents' observation of their children is also gathered for the school to learn about children's daily behaviour and attitudes. Teachers analyse their observation in children's activities and work, and evaluate children's performance throughout the school term so as to reflect children's developmental progress. The assessment information is comprehensive which covers the development of children's attitudes, knowledge and skills, parents are thus able to follow up their children's learning and development. Yet, the school prepares K3 children for their transition to primary education by arranging Chinese and English dictations. The school is required to cancel this inappropriate arrangement immediately.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school is able to implement SSE, the teaching team has developed the habit of reviewing and improving the work effectiveness with a view to driving the school to advance continuously. The management may guide the team to collect the views of stakeholders on the school's performance in different areas, analyse the evaluation results of different work comprehensively, and review the school's current circumstances from multiple perspectives so that the team can be able to identify the focus of development work for formulating more concrete objectives and success criteria for the annual work plan, thus enabling the team to solicit its efforts in promoting the school development. Besides, the school is advised to provide diversified training for teachers with a view to strengthening the team's professional capacity.
- 3.2 The school must design appropriate transition activities for children to enhance the

interface between kindergarten and primary education. The Chinese and English dictations for K3 children must be cancelled at once. The teaching team is required to further revise the homework design and delete those demanding learning content which does not meet children's developmental needs. Teachers should follow through children's play in corner activities and games, scaffold their learning promptly and provide feedback on the design of interest corners.