

School No.: 150843

Quality Review Report (Translated Version)

Sheung Shui Church Kindergarten

23 Jockey Club Road, Sheung Shui, New Territories

17, 24, 25 & 27 May 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2021)

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Dates of Quality Review: 17, 24, 25 & 27 May 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 monitors and supports the school's administrative management affairs. It supports the school's development by providing advice with respect to the school's annual plans, child supporting work, etc. The management re-arranged the organisational structure and distribution of duties last year to clearly define the responsibilities of different working groups as well as the roles of group members. The authorities and responsibilities are clear, and that help the management enhance the effectiveness of monitoring and supporting different work. The management assigns duties according to teachers' abilities and interests, and also arranges different training activities in light of school development and staff's needs. It facilitates the team's professional development and continues to enhance the quality of the school's education service.
- 1.2 The school has a clear school self-evaluation (SSE) mechanism. Making reference to the comments of stakeholders, the teaching team regularly reviews and follows up the implementation and effectiveness of learning and teaching. The management and teachers have set the cultivation of children's exploratory spirit as the major concern in these two years by taking into account the trends of curriculum development and the results of teaching reflection. They have been striving to enrich children's experience of learning through exploration. The teaching team follows up some recommendations of the previous Quality Review to make good use of outdoor space and enrich corner materials when implementing the work plans. Another major concern of the school in recent years has been about facilitating children's moral development. The school promotes positive values through different activities to encourage children to perform good behaviour. The management is able to consider the needs of teacher training and community resources in formulating the work plans to align with the school's development.
- 1.3 The teaching team refers children in need according to a mechanism so that children can receive appropriate support in a timely manner. The school also adopts strategies such as individual guidance and adaptation of simple learning tasks to

support the learning of non-Chinese speaking (NCS) children and children with special needs, so as to facilitate their integration into school life. The school maintains liaison with external organisations to implement different activities, such as seminars for parents and primary school visits, in order to help children who are promoting to primary one and their parents tackle the changes brought by transition to primary education. The school organises workshops and seminars for parents to let them understand the developmental characteristics of children and parenting skills through parent education activities and peer sharing. The school pools parents' efforts by means of holding parents gathering and parent-child activities, with a view to collecting and following up parents' views on the school. Parents have developed a sense of belonging to the school and share the education rationale of the school. They join hands with the teaching team to nurture children.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and other learning materials to devise a school-based curriculum. The teaching content is organised using themes related to children's daily life. The curriculum covers all learning areas and includes the cultivation of attitudes and the learning of skills and knowledge. Teachers arrange different kinds of activities such as carnival, play day and festive activity to enrich children's learning experiences. They also organise theme-related activities inside and outside school, including visits and sharing by external organisations in the school, in order to widen children's life experience and horizons.
- 2.2 The school organises religious activities one day in a week. It facilitates children's spiritual development through singing hymns, sharing of biblical stories, praying, etc. However, the school fails to arrange music activities for children every day. It is noticed that in some classes, children are not arranged with physical activities throughout one day in a week, which hampers children's balanced learning. The school must regard the promotion of children's balanced development as a priority to improve the daily schedule arrangement, in order to ensure that children have sufficient opportunities to participate in music and physical activities every day. Besides, some homework for K3 children in the second school term is too difficult. The assignments, which are rather mechanical and not related to daily life, cannot meet children's development at the kindergarten stage. The school must delete such content.
- 2.3 Teachers assess children's learning performance and development using continuous

observation. They consolidate the assessment details in a learning portfolio, which includes the assessment information done by teachers, parents' observation record and children's work, serving as evidence of children's growth. Teachers invite children to express their preference and satisfaction level towards their work, in order to let them revisit their learning experience, which is conducive to facilitating their understanding of their own learning performance. The school makes reference to children's assessment results to review the curriculum. Yet, this information mainly reflects children's learning situation in each learning theme. The teaching team is advised to further collate the thematic assessment information and daily observation record to understand the overview of children's learning and development in each area, and review the effectiveness of learning and teaching from different perspectives in a bid to inform the school-based curriculum.

- 2.4 The school has regarded the development of children's exploratory spirit as the major concern for two consecutive years. The management arranged on-site training activities for the teaching team. The teachers are able to apply the knowledge gained. Exploratory activities based on the learning themes are designed for children to understand their living environment and different natural phenomenon through first-hand experience. Various games are developed in the learning corners for children to explore purposefully. Children focus on observing, use multiple senses to explore materials and finish the tasks actively. They are curious about the changes in their surroundings, and willing to think and raise their opinions. They can look for answers by themselves and construct new knowledge. The team is able to use the outdoor area of the school to set up a little garden for children to plant and observe the growing process of different plants. Through activities, children can experience the hard work and achievement of planting, and learn about the characteristics of plants as well as develop an attitude of protecting nature. During the suspension of face-to-face class, teachers designed exploratory activities and parent-child games, which were suitable to take place at home to extend children's interest in exploration, such as understanding the dissolving phenomenon by making drinks, and observing the relation between the concentration of ink and the colour tone in ink painting. The expected effectiveness has been reached.
- 2.5 The school attaches importance to fostering children's moral development and has regarded it as the major concern in recent two school years. Different focuses of moral development for children are set every year. This school year, features of positive behaviour that relate to biblical characters are selected and explained to

children in storytelling activities. An award scheme is also implemented to encourage children to perform relevant good behaviour. Under the impact of COVID-19 outbreak, the school was not able to implement its originally planned work in the community. Therefore, it focuses on organising activities inside the school to promote positive values. Teachers talk to children and pray with them before daily activities to guide them to share their life experiences and express concern to the community. Children learn to share with others and care about each other during the activities. Children are obedient and polite. They greet teachers when they go to school. They take the lead to apologise if they bump into peers accidentally. K3 children are able to play with peers during free choice time. They take turns to use the materials, showing friendliness to one another.

- 2.6 The management leads teachers of each grade level to plan the school-based curriculum, and monitors the implementation and effectiveness of the curriculum by means of meetings, scrutiny of documents and lesson observation. Teachers conduct collaborative lesson planning to design the setting of learning activities and interest corners together. They work together to adopt the newly introduced teaching strategies and skills. The team is able to reflect on the teaching effectiveness from the aspects of learning content, activity flow, children's attitude in participation, etc. Some teachers are able to identify the shortcomings of the activity design and propose relevant improvement measures. The current curriculum review is mainly on thematic activities and annual plans, while reflection on music, physical and art activities as well as daily schedule arrangement is rarely found. The management should lead teachers to review the curriculum from different perspectives, such as curriculum content and daily activity plan. The review content should also cover all activities in the daily schedule, with a view to improving the curriculum planning through effective review.
- 2.7 Teachers use real objects and self-made teaching aids to introduce themes. They also play simple games with children to enhance the fun of learning. Children are attentive in general and they are happy to participate. Teachers provide individual care for children with special needs and encourage them to take part in activities and learn with other children. During music activities, NCS children engage in rhythmic movements and sing with Chinese speaking children. They get along in harmony. From observation, many activities on the daily schedule are conducted in haste or even overrun, leading to delays in the subsequent activities. Teachers should take into account the activity time to arrange appropriate learning content, so

as to ensure sufficient opportunities for children to participate and have fun in the activities. In English activities, children listen to stories and sing nursery rhymes with the aid of slide shows. The learning mode is rather one-way and lacks interaction, undermining the effectiveness of the activities. The school must make sure that children can be exposed to English in a fun-filled and rich language environment, so as to nurture their interest in learning English.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school sets major concerns under its SSE mechanism in light of the trends of curriculum development and emerging opportunities. Yet, the management is still required to enhance the team's skills of formulating and implementing the annual plans, including drawing up task objectives and strategies in a focused manner, and using children's performance to review the effectiveness of the plans and adjust task content, so as to enhance the effectiveness of the annual plans.
- 3.2 The management must further demonstrate its curriculum leading role to head the team to improve the daily schedule arrangement, so that children can have balanced learning and sufficient opportunities to participate in activities. The management also has to lead the team to conduct curriculum review and reflect from different perspectives, so as to assess and inform the curriculum comprehensively.