

School No.: 319511

Quality Review Report (Translated Version)

**The Church of Christ in China
Shum Oi Church Kindergarten**

G/F, 80 Woh Chai Street, Shek Kip Mei, Kowloon

19, 21 & 25 October 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 19, 21 & 25 October 2022

- 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 maintains close liaison with the leadership team and receives professional advice on teacher training, administrative management, etc., which is conducive to promoting school development. The management keeps abreast of the trends of kindergarten curriculum development and the school context. It makes good use of internal and external resources to promote teachers' professional development progressively while encouraging teachers to interact with peers and apply the acquired knowledge in daily work. Focusing on communication with the team, the management listens to staff's views through different channels and takes follow-up actions accordingly, showing a harmonious working atmosphere. When allocating duties, the management is able to take into account teachers' abilities and experience to exploit their strengths.
- 1.2 The school has established a clear school self-evaluation mechanism. The management leads all teachers to review the work effectiveness regularly based on the task objectives by utilising information such as children's performance, activity evaluations and stakeholders' surveys. It also devises work plans in light of children's needs and the direction of the school-based curriculum development. Last school year, the school regarded enriching the setting of learning environment and fostering children's active learning as the major concerns. However, due to the epidemic, the plan needs to be extended to this school year. Since the school also reckons the importance of national education, it has considered enhancing the environment set-up to introduce Chinese culture to children as another major concern. In addition, the school has all along been concerning about the physical and mental health of the stakeholders. It put effort into catering for non-Chinese speaking (NCS) families last school year while considering promoting positive values among children, parents and teachers as another major concern this school year. The school draws up its major concerns with clear objectives which suit the development needs. The school also deploys strategies for implementation from multiple

perspectives, including reviewing its current situation through questionnaires and launching teacher training programmes, parent seminars and workshops, to deliver the work plan in a step-by-step manner. The effectiveness is expected to be seen.

- 1.3 The school accepts and caters for the diverse needs of children. It is committed to creating an inclusive school climate and has established an explicit mechanism to provide timely referral and follow-up services. Given that catering the needs of NCS children and their parents was the school's major concern last school year, teachers were arranged to attend training programmes to strengthen their understanding of NCS children. Teachers prepares translated notices and child assessment portfolios for NCS parents as well as providing simultaneous interpretation at parent meetings and some of the school activities. All these are effective ways to keep parents informed of their children's learning performance and the school information, thereby strengthening the connection between NCS parents and the school. The school respects children with different cultural backgrounds and learning needs, and provides proper support so that children can grow up in a caring atmosphere. Keeping pace with the major concern of developing parents' positive attitude, the school organises seminars and various activities for parents this school year, helping them alleviate stress in daily life under the epidemic.

2. Learning and Teaching

- 2.1 With reference to teaching packages, the school formulates learning content of all modules with themes which tie in with children's life experiences. In line with the school's major concern of understanding Chinese culture, this year the school has increased teachers' knowledge about Chinese culture through training. It also examines the curriculum and introduces Chinese culture as a learning theme. In addition to launching relevant activities during different festivals to strengthen children's understanding of Chinese culture and the nation, the school also puts emphasis on exhibiting photos around the campus to present the new infrastructure and achievements of the country. Meanwhile, the school infuses related elements in corner activities with an aim of cultivating a sense of national identity among children. The curriculum is comprehensive and balanced as it covers all six learning areas. Children have opportunities to participate in music, physical, art and free choice activities on a daily basis. There is sufficient time for the activities. A physical activity session is scheduled for K3 children in the music room once a week.

As observed, when conducting physical play in the music room, the amount of exercise was rather low. There is room for improvement in such activity design. With respect to homework, although the school has followed up on the recommendations of the previous Quality Review to reduce repetitive vocabulary copying for children, there is still a considerable proportion of K1 and K3 homework that is inappropriate and does not meet the abilities and learning needs of children. The school must remove them accordingly.

- 2.2 Teachers evaluate children's development through continuous observation and present children's performance in all learning areas with thematic assessment reports. Teachers keep all thematic learning assessments, school term assessments and children's work in portfolios for recording children's experience of learning and development. Observation records describing children's performance in activities are also provided. Specific suggestions are included in the portfolios for parents' reference, thus supporting children's development.
- 2.3 The school has established a curriculum management mechanism. The management keeps abreast of the implementation of the curriculum and gives suggestions for improvement through attending curriculum meetings of all grade levels, scrutinising teaching documents and conducting lesson observations. Teachers note down daily contexts of learning and teaching, including children's performance in activities, as the basis for thematic evaluation. They review children's learning progress every school term in accordance with the six learning areas. At the end of school terms, the teaching team discusses curriculum adaptation for the next school year during meetings. However, as the needs and family backgrounds of newly admitted children vary from year to year, the teaching team must pay more attention to learner diversity and adjust the learning content and strategies on learning and teaching aptly in order to cater for children's learning and development.
- 2.4 In respect to the major concern of enhancing children's active learning, teachers are arranged to attend professional training to realise the ways of facilitating children's learning through play. The school re-decorated the campus into areas of exploration, aesthetics, imaginative play and construction, in which diversified materials and various learning aids that align to the themes areas are placed orderly and are easily accessible to children. During the free choice activity session, teachers spend the first ten minutes to guide children to discuss with peers on areas they would like to play. Most of the children are committed to the activities. Some of them make

creations with diverse materials and tools in the aesthetic area while others build tracks and city blocks in the construction area, or simulate directing traffic or road users in the imaginative play area. Teachers usually give guidance or hints aside. There are also teachers who read and chat with children and focus on listening to children's feeling, which is conducive to children's affective development. However, children mostly display the pre-set tricks during play. Teachers divide children into groups for sharing during review sessions. They usually ask children about the areas that they have visited, the activities that they have taken parts, and incorporating knowledge of the themes in the process. Such approach has little effect in boosting children's motivation and confidence in learning. Teachers need to make better use of review sessions after play to recognise children for their creativity and imagination, thereby encouraging them to learn actively. Besides, two groups of children are arranged to have reviews in the same classroom. The speaking voice of teachers interfere with each other. Children can hardly concentrate on listening to peer's sharing, resulting in loss of effectiveness in interactive sharing in groups. Such arrangement has yet to be improved.

- 2.5 Teachers make good use of walls to post children's work and photos, which helps create a learning atmosphere and strengthen children's sense of belonging to the school. All classrooms are equipped with large electronic display panels and multiple tablets with a view to playing the video of morning exercises and displaying pictures that enable children to follow or complete simple tasks. As observed, teachers did not turn off the screens after use, hence increasing children's screen time. Children maintained a short visual distance with the screen of the tablets during the free choice activity sessions, which posed greater risk of eye problems. Teachers must be prudent in using the electronic screen products in order to protect the health of children's eyes.
- 2.6 Teachers design exploratory activities and lead children to predict before observing the results of the experiments. In general, teachers are kind and friendly in teaching. They speak clearly and teach children with special needs or NCS children patiently. Teachers introduce vocabularies of learning themes using pictures with captions. They also design learning aids and corner activities conscientiously to assist children in understanding the learning content. Yet, the caption texts should be enlarged when necessary so that NCS children can have a clear view and grasp the structure of the characters. NCS children take the initiative to seek help from teachers. Under the guidance of teachers, NCS children are able to identify and read aloud the

vocabularies related to the themes. However, there is room for enhancement in using the language in daily life.

- 2.7 Children enjoy going to school and are engaged in the activities. Routines are developing gradually. Children embrace peers of different ethnicities at the school. They play together joyfully and get along well with peers. Children are willing to answer teachers' questions. On the basis of children's responses, teachers may provide them with further guidance, helping children express themselves completely. Children move their bodies along with music and feel the beats and mood of songs during the music activities. However, for the purpose of protecting children's delicate vocal cords, teachers may ask children to sing with soft and natural voice to tie in with the lyrics and avoid forcing the voice excessively.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The major concerns devised by the school align with the development of the kindergarten curriculum. Yet, the management must still lead the team to set out explicit success criteria that correspond to the objectives such that they can evaluate the effectiveness of the major concerns in a focused manner, and the results can serve as the basis for planning the development in the next stage. The school has developed a decent home-school communication. Parent education activities may be further mapped out in a more structured approach in view of parents' needs. The school may also encourage parents to express their views to the school more frequently and to nurture children's growth collaboratively.
- 3.2 The teaching team is pleased to receive professional training and gradually grasps the principle of curriculum planning to design a variety of thematic learning for children. However, there are still inappropriate parts in homework that must be deleted. The school attempts to promote learning through play. Yet, teachers are required to improve their skills in conducting reviews with children afterwards, thus enhancing the effectiveness of play. Children have opportunities to be exposed to the electronic screen products at different times, teachers must be prudent in using them to protect the health of children's eyes.
- 3.3 The school has a curriculum management mechanism in place. Depending on children's backgrounds and needs, the teaching team is advised to adjust the learning content and strategies on learning and teaching aptly in order to cater for children's diversity.