

School No.: 547069

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

**C.C.C. Mongkok Church  
Jeannette Kindergarten**

**G/F. & 1/F. & 3/F., Mongkok Christian Centre, 56 Bute Street, Mongkok,  
Kowloon**

**7, 8 & 10 November 2023**

**Kindergarten Inspection Section  
Education Bureau**

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

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**Dates of Quality Review: 7, 8 & 10 November 2023**

- 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 communicates closely with the leadership team and reports its operations and financial situations through regular meetings. It seeks advice on development direction and receives timely support. The school has established a clear organisational structure in which, for example, it forms different functional groups and lists out the division of labour, authorities and responsibilities of team members in detail. The management assigns teaching and administrative duties according to the preference, experiences and expertise of teachers, which is conducive to promoting school affairs. In conjunction with the development plan, the school utilises external resources to provide relevant training for sharpening teachers' teaching skills. To support the newly recruited teachers, the school assigns experienced teachers to work with them. In this way, the new recruits can fit in at work the soonest. The school has followed up on the recommendations of the previous Quality Review to systematically categorise and save various types of document files on the computer for teachers' easy reference and use.
- 1.2 The school attaches importance to moral education. It has been regarding developing positive virtues in children as its major concern since 2019. Another major concern of the school in the last school year was cultivating children's exploratory spirit. The school planned the work in different aspects, including arranging teacher training, designing learning activities, and holding parent workshops and parent-child activities. Such deployment was appropriate. As for this school year, the school exploits the strengths of the new teacher to consider fostering children's art development as its major concern. Various plans are being implemented in a step-by-step manner.
- 1.3 The school has established a mechanism of identification and referral for children with special needs. In tandem, it solicits community resources to let them receive assistance as soon as possible. The school caters for the needs of non-Chinese speaking (NCS) children. Apart from organising enrichment activities, it also

incorporates culturally responsive elements into daily lessons in order to support NCS children's learning in many respects. The school progressively extends the school hours for the newly admitted children to help them adapt to kindergarten life. K3 children learn about primary school life from thematic learning to get prepared for transitioning to primary one. The school values the communication with parents. It maintains liaison with parents through numerous channels to keep them informed of their child's performance while using surveys to gather parents' views on parent activities and workshops. The school solicits parents' efforts in carrying out activities. For instance, it invites parents to be parent storytellers to nurture children's interest in reading. Parents understand positive virtues and grasp the skills in dealing with emotions and pressure from different trainings of external organisations, thereby enhancing their competence in parenting. Home and school work together to foster the happy and healthy growth of children.

## **2. Learning and Teaching**

- 2.1 With reference to the teaching packages, the school organises an integrated curriculum using themes. The curriculum caters for children's life experiences and interests. It is comprehensive in content and covers all learning areas, emphasising the cultivation of values and attitudes as well as the acquisition of skills and knowledge. The school promotes national education. It holds activities about traditional Chinese art, festival celebrations, etc., and conducts the national flag raising ceremony periodically to let children understand and experience Chinese culture steadily. Children take part in music, physical, art and free choice activities every day. Moreover, theme-related visits are arranged from time to time to enrich children's learning experiences. However, some homework for K3 and some in the primary adaptation activities are too difficult while the amount of copying for K2 children is a bit excessive. The school must revise the homework design to meet children's development.
- 2.2 The school has formulated a policy on the assessment of child learning experiences. It devises assessment content according to the curriculum objectives but is recommended to set assessment criteria to ensure the consistency of teachers' assessments. Teachers observe children's performance continuously and keep the thematic assessments, observation records and so forth in the learning portfolios. Meanwhile, teachers sum up children's learning and development of a whole school

term as evidence of children's growth. The school regularly distributes the child assessment information to enable parents to understand their child's performance at school. It has utilised the assessment results to understand and follow up on the performance of each class as well as individual children's situation. When mapping out the direction of development plans, the management may refer to the child assessment results for a full grasp of children's needs.

- 2.3 A curriculum management and monitoring mechanism is in place in the school. Through attending meetings, scrutinising documents and observing lessons, the management keeps track of the curriculum implementation and makes suggestions for improvement. Furthermore, the school arranges peer lesson observation for teachers to increase their opportunities of professional exchange so as to facilitate the continuous advancement of the teaching team. Teachers conduct teaching reflection and curriculum reviews on a regular basis. They also make specific suggestions to inform the curriculum effectively.
- 2.4 In order to encourage children to learn about and put good behaviour into practice, the school selects different virtues and employs strategies of organising positive days and designing log books to record children's virtuous behaviour. As observed, children were active, courteous and showed positive attitudes. To nurture children's exploratory spirit, the school incorporates elements of exploration into thematic activities and provides more opportunities for children to get in touch with and observe nature through parent-child trips. During free choice activities, children manipulate animal figures and feel the texture of macaroni in the exploratory corners, but exploratory elements in these activities are insufficient. Teachers are required to improve the activity design so as to arouse children's curiosity and exploratory spirit.
- 2.5 The school environment is bright, clean, spacious and comfortable. Activity photos and the two-dimensional and three-dimensional artworks of children are displayed in the classrooms and along the corridors for children to appreciate one another and revisit their learning. There is adequate activity space for K2 and K3 children to carry out free choice activities in the lobby and different classrooms. It was observed that children were familiar with the routines of free choice activities and loved to construct large building blocks, water pipes, etc., with their peers. They also enjoyed playing language games with teachers, showing good social development. The school provides plentiful materials in the art corners for children to select materials according to their preference to design art and craft works,

unleashing their creativity. Nevertheless, the design of some learning aids in the interest corners is not very interesting. Teachers may review the design and make the learning aids more manipulative to enhance children's learning effectiveness.

- 2.6 Teachers are kind and amiable. They care for and accept children's diverse needs. Teachers often praise children to reinforce their good behaviour. They give clear explanations and ask questions to encourage children to express their views. Besides, teachers enhance children's interest in learning through group games, real object manipulation and so forth, thus facilitating children's enthusiasm in taking part in the activities. Children have chances to develop their gross motor skills in physical activities such as jumping and passing balls. There are different levels of complexity in some activities to cater for learner diversity. Children enjoy playing group games with their peers. Teachers help and guide children during free choice activities. Some teachers play with children and review the experiences with children after play. Upon such foundation, teachers are advised to further perform the role of an inspirer to extend children's learning.
- 2.7 Children are compliant and self-disciplined. They love going to school and are committed to activities. Children are eager to respond to teachers' questions and willing to share their ideas. During music activities, children enjoy performing rhythmic movements, singing and playing musical instruments. As observed, children got along well with their peers and helped each other when playing. They were able to take off and put on their shoes as well as going up and down the stairs on their own. Additionally, they assisted teachers in putting back the items used, showing good self-care abilities.

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

- 3.1 The school has set up more channels and held social activities to strengthen team cohesion. Yet, the management is advised to further foster teachers' communication to build a closer collaborative culture so that the team can fully exploit its professional capacity to drive the school forward continuously.
- 3.2 The management should incorporate the major concerns that have been implemented for years into the routine work. It must also make reference to the child assessment results with the team to jointly formulate major concerns of the school according to children's needs while devising success criteria in a focused manner so as to evaluate the effectiveness of the work plans accurately.

3.3 The school is required to remove the inappropriate homework for K2 and K3, and refine the activity design of the free choice corners, including increasing the elements of exploration therein, so as to make learning more interesting and effective. Teachers may make good use of the review sessions after play to inspire further thinking and learning in children.