

School No.: 133280

Quality Review Report (Translated Version)

**The Church of Christ in China
Wanchai Church Kindergarten**

Chuk Kui Terrace, Spring Garden Lane, Hong Kong

23, 24 & 26 January 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: 23, 24 & 26 January 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 management and the leadership team of the school maintain close liaison that they always discuss the routine work and development directions of the school, obtaining professional advice and support. The school has specific codes of practice and guidelines to assist its staff in grasping the work requirements. Through regular meetings, the school also encourages teachers to communicate and share with one another for facilitating their cooperation, thus leading to the organised and smooth daily operation. The management understands the capabilities and preferences of teachers for assigning them duties properly as well as planning the professional development of the team. Team members build a harmonious atmosphere and drive the continuous advancement of the school with concerted efforts.
- 1.2 The school has embedded school self-evaluation (SSE) in its routine tasks. It steers the team to examine the effectiveness of daily duties and refer to stakeholders' views at the end of a school year in order to review the work and discuss the development direction of the following year. In recent two years, the school has been taking moral education and supporting non-Chinese speaking (NCS) children as its major concerns. It has strengthened teachers' skills in designing relevant activities and their teaching techniques by participating in external support programmes and arranging teacher training. In tandem, the school has planned suitable activities for children and parents. The strategies deployed in these two years are different. The school implements works relating to children's moral education and the support for NCS children progressively, with results observed.
- 1.3 The school caters for learner diversity and utilises external resources to support the diverse needs of children so that they can receive appropriate assistance. In connection with the major concern of supporting NCS children, the team adopts proper strategies to assist NCS families. These include the provision of English school circulars to let parents understand the school curriculum and daily affairs.

The team also actively encourages parents to take part in school activities so that they can get better acquainted with one another through social events. The school keeps close contact with parents through various channels. It plans parent education activities and forms a caring team as needed to strengthen their parenting skills and the connection among themselves. With respect to home-school cooperation, the school gathers parent volunteers and arranges for parents to enter the campus to read with children and so forth. Such planning is appropriate. Parents agree with the mission of the school and are willing to engage in school activities, thus working together with the school to facilitate children's growth.

2. Learning and Teaching

- 2.1 With reference to the teaching packages, the school organises a curriculum using themes. The curriculum covers different learning areas, which is conducive to children's cultivation of proper attitudes, development of skills and acquisition of knowledge. Teachers organise extended activities relevant to things which are of interest to children from time to time. For instance, teachers guide children to design and make wings for dressing up as butterflies. They then arrange for children to perform dancing and invite children from other classes to join as audience. To promote Chinese culture, the school incorporates relevant learning elements such as eating with chopsticks, staying cool with a paper fan and a palm-leaf fan in the thematic activities, in addition to arranging experiential activities like savouring festive food, exploring scented sachets and creating artworks of dragons during the Chinese culture week. The school has followed up on the recommendations for learning and teaching in the previous Quality Review, which include giving sufficient time for children to take part in music, physical, art and free choice activities. However, the school is advised to strengthen the connection between English and Putonghua activities and the learning themes so as to boost the effectiveness of the integrated curriculum. Meanwhile, the arrangement for revision and assessment week must be cancelled in order to avoid exerting unnecessary pressure on children. Some pieces of the language homework during the kindergarten-primary interface activities are too difficult, which must be removed.
- 2.2 The school has established a mechanism for the assessment of child learning experiences. Teachers devise assessment items and criteria together based on the learning content and evaluate children's development using continuous observation.

They create learning portfolios for children to keep children's artworks, unit assessment reports and developmental assessments, letting parents understand the performance of their child. That said, the unit assessment reports mainly present children's cognitive learning. The school is suggested to review the aforesaid arrangement to keep parents aptly informed of children's overall development. This could facilitate teachers' analysis of the performance of children in the units, thus informing the curriculum.

- 2.3 The school has in place a curriculum monitoring mechanism in which the management leads teachers to plan, implement and review the curriculum. Through daily classroom walkthroughs, scrutiny of teaching plans and review of records prepared by teachers, the management gets hold of the implementation of the curriculum and carries out peer lesson observation for teachers' mutual learning. Teachers of each grade level have been referring to the curriculum outline and reviews of last school year to revise the learning content and conduct collaborative lesson planning. After teaching, teachers evaluate children's learning performance in alignment with the learning objectives and propose suggestions on teaching design. The management is advised to further guide teachers to deliberate the design of learning activities or the appropriateness of environment setup, to ensure that the suggestions are practicable and tie in with the developmental needs of children.
- 2.4 To keep pace with the major concern of promoting moral education in recent two school years, the school has first equipped the teaching team with relevant skills by joining support services and then set the values to be developed. In this school year, the school helps children consolidate and reinforce the related values as well as practising good behaviour through award schemes and the enhancement of parent participation. Teachers serve as a role model, care for children and design simple home learning tasks to facilitate children's cultivation of a sense of responsibility. Through thematic learning, sports day, outings and other activities, children can understand and comply with rules. As observed, teachers led children to observe the rules with unfailing patience and guidance. Children were willing to follow instructions and treated people friendly. They enjoyed playing together with their peers and got along well. The plan has been achieved with effects.
- 2.5 Regarding the major concern of supporting NCS children, the school offered training in last school year to facilitate teachers to understand the support strategies. It also arranged small group or individual language enrichment activities based on NCS children's abilities. In the meantime, supporting teachers provided in-class

assistance during free choice and physical activity sessions and snack time. In this school year, the school develops school-based teaching materials and enhances the support for NCS children to learn at home. As observed, teachers adopted tactics such as slowing down their pace of speech, using hand gestures in narration, and asking children to repeat vocabularies or sentences. By doing so, teachers facilitated NCS children's Chinese listening and comprehension while encouraging them to interact with peers and teachers, hence providing more opportunities for the children to use Chinese. Furthermore, the school tailors individual education plans about Chinese learning for NCS children and furnishes parents with the assessment reports regularly throughout the year with a view to assisting parents in having knowledge of children's progress in learning Chinese. NCS children actively take part in thematic learning and free choice activities that they talk to their peers in Cantonese, resulting in positive effectiveness of the work plan.

2.6 Teachers make good use of children's works to decorate the campus and foster a learning atmosphere of mutual appreciation. They put much effort into setting up the interest corners according to themes, with abundant and diversified materials. During free choice activity sessions, children love to take part in activities in art, construction and role-play corners. These activities include creating artworks by selecting materials of different textures on children's own initiative, assembling various building blocks into toys and designing games, and wearing traditional costumes to imitate buying and selling at a market according to children's preference. Besides, teachers schedule other sessions to encourage children to unleash their creativity and design games by providing them with a wide range of items in everyday life like empty containers, large pieces of cloth and big clothes pegs. As observed, the empty containers came with different sizes and heights. Children lined these containers up to become a path and tried walking on it while carefully exploring how to maintain balance in each step. Some children made a simulated tent with cloth and chairs to have fun therein. These activities showed that children were delighted to explore and demonstrate their imagination. Teachers join in children's play from time to time or inspire children to make more attempts. In addition, teachers invite children to introduce the design of the play during review sessions in a bid to guide children to articulate their difficulties and solutions to problems as well as encouraging other children to give suggestions, thereby increasing children's opportunities to think.

2.7 Teachers are well prepared for teaching. For example, they collect a variety of

theme-related items to stimulate children's interest in learning. When carrying out group activities in classrooms, teachers pay attention to their volume and make use of facial expressions and gestures to convey messages effectively, showing good communication skills. During physical activities, teachers design scenarios to arouse children's imagination and provide children with different types of physical equipment to play with. Children immerse themselves into the established scenarios and show active participation, getting an adequate amount of exercises. In music activities, teachers guide children to carry out body movement according to the melodic change so as to develop children's musical sense.

3. Recommendations for Enhancing Self-improvement of School

The school recognises the rationale of SSE and identifies its development needs by reviewing the current situation. With an aim to further increasing the effectiveness of learning and teaching, the management could guide teachers to conduct in-depth reflection and utilise the assessment information to inform the curriculum. The school is required to cancel the arrangement for revision and assessment week, and remove the inappropriate homework in order to cater for the developmental needs of children.