

School No.: 159255

Quality Review Report (Translated Version)

**Christian & Missionary Alliance Church
Union Tseung Kwan O Alliance Kindergarten**

**G/F, Yu Wing House, Yu Ming Court, Tseung Kwan O, Sai Kung,
New Territories**

6, 7 & 9 May 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: 6, 7 & 9 May 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 Adhering to the school mission of benevolence oriented, the school makes good use of the resources from the organisation to foster connections between different stakeholders for strengthening the cohesion and nurturing young children together. The leadership team keeps track of the school situation through regular meetings and visits, working closely with the management to discuss the development direction. The school's organisational structure is well-defined, with tasks allocated by taking into account the expertise, experience and preference of the staff appropriately. Various codes of practice and guidelines are available to delineate the authorities and responsibilities. Staff members share the work, resulting in smooth daily operation. The management is open-minded and caters for the needs of teachers, providing encouragement and guidance to them from time to time. Induction programmes are strategically arranged for newly recruited teachers to work with the experienced staff with a view to strengthening their confidence and capacity for handling administration, teaching and other duties. The school attaches importance to the professional development of teachers and provides diversified training whenever necessary while motivating teachers to pursue further studies. The teaching team shares what has gained from training in written records and meetings to promote its overall professional growth. Staff members have a sense of belonging towards the school. They care for one another and establish a rapport among themselves, jointly promoting the school development.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to set up a proper school self-evaluation (SSE) mechanism. The management leads all teachers to analyse the school context and map out development plans. They also utilise children's performance, assessment information, etc., as evidence for reviewing the effectiveness of work plans continuously. In view of the fact that the moral development of children has been affected due to the suspension of face-to-face classes caused by the pandemic in recent years, the school has devised a

framework for children's moral development cultivation. It has also considered teachers' observation on children's performance and the accumulated insights to work out respective objectives and strategies, helping children build positive values and attitudes. In this school year, the school draws on its past experiences to arrange different activities to encourage children to practise a caring spirit. Together with the support and cooperation of parents, the school creates an atmosphere of mutual help. The plans have clear objectives and the strategies are deployed properly. Various tasks are implemented in an orderly manner, with effectiveness observed.

- 1.3 The team accepts and cares about the diverse needs of children. It observes children's development continuously and maintains communication with parents for providing timely support. Teachers apply the tactics gained from training to take care of children with special needs, assisting them in building activity routines and confidence in learning. The school adopts a variety of measures to facilitate children's integration into school life progressively. For instance, the school invites children who are going to be enrolled in the next school year and their parents to take part in school activities in order to experience the environment and atmosphere of the school beforehand. The school holds parent-child activities when the school year is about to start, and gradually increases the lesson time at the beginning of the school year. Such measures are conducive to children's adaptation to the new environment. The school assigns K3 children to visit primary schools and carry out experiential activities while inviting parents of alumni and primary school principals to share information of primary school admission so as to prepare children for transition to primary one.
- 1.4 The school keeps contact with parents through different channels and organises parents' meetings for introducing the teaching method, assessment policy, work plans and so forth to parents. In tandem, lesson observation for parents is scheduled and children's achievement showcase cum parent-teacher interviews are held for parents to understand their child's learning. The school caters for the needs of different carers and allocates resources in a flexible way to organise diversified parent education activities and offer child-rearing information, strengthening the competence of parenting. The school has established a systematic home-school cooperation network to enhance cohesion among parents. Parents also exploit their strengths to facilitate school activities. Some of them collect other parents' views on school development during activities, acting as a bridge of communication between home and school. Parents support the school. They are eager to take part

in activities and express their opinions actively, walking shoulder to shoulder with the school.

2. Learning and Teaching

- 2.1 In accordance with the *Kindergarten Education Curriculum Guide*, the school maps out themes to design an integrated curriculum by using the books provided in the teaching packages and other picture books. The curriculum content is comprehensive and ties in with the interest and life experiences of children. Teachers create a wide range of activities to arouse children's curiosity and learning interest, leading children to construct knowledge and extend what they have learnt from active exploration. In addition to organising festive celebrations to let children learn about traditions and customs, the school introduced a Chinese cultural week in the last school year and arranged demonstration and experiential activities with a view to providing more access to traditional art for children, thus developing their interest in traditional culture. Children have time to engage in music, physical, art and free choice activities every day, leading to a balanced daily schedule. However, some homework content for K3 is rather difficult, the school must review and revise the homework design so as to accommodate children's abilities and needs.
- 2.2 The school has an explicit mechanism for assessing children's learning experiences. Teachers adopt continuous observation to assess children's learning performance. The assessment items are devised based on the learning objectives, covering values, attitudes, knowledge and skills to reflect the developmental progress of children in various domains. The assessment criteria are clear, objective and consistent. Teachers create learning portfolios for children and consolidate final reports on projects to comment on the individual performance of children. Parents discuss with teachers an overview of children's development through regular meetings to get advice on supporting their child's learning. Meanwhile, parents sometimes make use of the school handbook, moral character booklets and assessment forms to record children's behaviour and performance at home with an aim to enhancing the understanding of child development between home and school. The teaching team collates and analyses the assessment information of children as a reference to inform learning and teaching.
- 2.3 The curriculum coordination mechanism of the school is well-developed. The management and the group leaders of each grade level stipulate curriculum outline

at the beginning of a school term. After approval, the outline is passed to teachers for allocating duties and formulating teaching plans. The teaching team examines the curriculum implementation in different meetings and adjusts the teaching schedule in a flexible manner in light of life events and the performance of children, fostering their learning. The management always conducts classroom walkthroughs to gain a holistic picture of teaching and render suggestions and guidance to teachers timely. In this school year, the management draws on the SSE findings of last year to update the reflection forms. Teachers dovetail with the learning objectives to review the teaching effectiveness against child performance and explore follow-ups. Teachers propose concrete suggestions that are conducive to increasing the effectiveness of learning and teaching. The school sets the foci for peer lesson observation in accordance with the major concerns every year. Teachers exchange their experience with one another, which is favourable to improving their teaching skills in using stories and conducting projects.

- 2.4 The school has regarded promoting moral education as its major concern in recent years. In view of the social climate and developmental needs of children, the school has selected prominent virtues to be cultivated and helped children build positive attitudes. In the last school year, building on the implementation of the previous work plans and in connection with the selected picture books, the school guided children to learn about good moral characters. The school creates opportunities in this school year to motivate children to practise morality with actions. For instance, K3 children and those at lower grade levels are allowed to play together during the games week to foster a spirit of helping and caring for others through activities across grade levels. Teachers of each class devise a goal for the class-based award scheme for children, taking into account their diverse performance. Teachers encourage children to pay attention to the moral character to be improved so as to develop good habits. The campus displays a number of inspiring slogans. Children possess a spirit of self-discipline and are willing to share their favourites with peers, getting along well with one another in harmony. In the concluding sessions, teachers connect the focus of moral education of this school year, namely caring for others, with children's daily life experiences. Teachers and children review the principles of getting along with others. Overall speaking, the work plans are implemented in an orderly manner, demonstration that the major concern is in good progress.
- 2.5 The school environment is clean and comfortable. The school organises the space meticulously to, for example, share classrooms among the same grade level and make

optimal use of the premises to set up construction zones, a climbing zone as well as opening a family corner, storytelling and reading rooms, etc. The venues are arranged appropriately that children can carry out various learning activities. A diversity of interest corners and abundant materials are available in classrooms for children to choose of their own accord, promoting children to explore freely with their senses. The materials in art and craft corners are diversified. The school occasionally asks children to take part in decorating the campus. Through the learning photos and works of children, the school showcases their exploration findings and thematic messages. The exhibits are vivid in colours and full of childlike fun. Teachers and children jointly create an array of playing methods and game tasks in the interest corners. Each of them has their own chess piece, increasing their sense of belonging towards the school. Children from two classes are free to select and play games in different classrooms. They interact and communicate with their peers to build interpersonal skills. The design of the games gives children a joyful and effective learning experience, which is favourable to extend their learning interest and consolidate the acquired knowledge.

- 2.6 Advocating for environmental protection, the school encourages parents and their child to explore reusable resources through parent-child simple learning tasks such that not only foster home-school cooperation but also enhance environmental awareness in parents and children. Teachers remind children about the economical use of materials and to bring their own handkerchiefs, along with collecting and using eco-friendly materials to make pots, thus enabling children to learn about reusing unwanted items, treasuring resources and practising green living. For the purpose of nurturing children's attitude toward nature conservation, learning corners relating to nature are set up inside and outside the school main entrance. Children can observe the living of animals and grow different types of plants, learning to appreciate nature and cherish life.
- 2.7 Being kind and amiable, teachers care for children and often praise and recognise them. Teachers and children have a harmonious relationship. Teachers put much effort into teaching preparation. They use gentle voice, with props and cue cards, to arrange learning activities that tie in with children's life experiences. Teachers make use of the story content to raise questions linking to children's daily life experiences. Children are patient to listen and willing to respond, showing their curiosity. During free choice activities, teachers participate in children's play actively while offering intervention and guidance at opportune times in order to

facilitate children's exploration and thinking. In review sessions, teachers invite children to share interesting things in daily life and how they feel when joining the free choice activities, so that teachers provide timely assistance and encouragement. Children have the courage to speak up. They talk articulately and confidently to demonstrate good expression abilities. Children love to take part in music and physical activities as well. They follow teachers' instructions to conduct circuit games and acquire skills in body coordination. Some teachers demonstrate physical skills clearly but they are advised to design physical activities with different levels of complexity. Teachers may also teach children to utilise materials to create their own methods of playing during the free choice physical activities, thereby boosting the learning effectiveness.

3. Recommendations for Enhancing Self-improvement of School

The school upholds its school mission to embody care and love to children while working closely with parents. The school team strives for advancement that it refines the curriculum and assessment of child learning experiences progressively through SSE work. The management is required to lead the team to review and revise the homework design for meeting children's abilities and needs. It may sharpen teachers' skills in conducting physical activities with a view to fostering children to explore interesting physical play on their own initiative.