

School No.: 156949

Quality Review Report (Translated Version)

Christian & Missionary Alliance Fairview Park Kindergarten

1/F, Block D & E, Town Centre, Fairview Park, Yuen Long, New Territories

8, 9, 10 & 12 May 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 8, 9, 10 & 12 May 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 receives support from the organisation. The leadership team always visits the school and interacts with the school team to promote the school to advance. The school has an explicit code of practice and guidelines for staff to have a clear understanding of their duties. It has regular meetings to facilitate the communication and cooperation among staff members, leading to the smooth operation of routine work. In response to the personnel changes of the teaching team, the principal regards maintaining a stable school team as the priority upon assumption of the duty. The principal understands teachers' needs and gives guidance and assistance through various channels, so that teachers carry out the tasks in different aspects properly. The management allocates duties and plans professional development activities appropriately in light of teachers' abilities and preferences to unleash their potential, thus facilitating their professional growth. At present, the team is building a collaborative culture gradually and the working atmosphere is harmonious.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to revise the daily schedule and design activities to facilitate interaction among children, improving the curriculum in a step-by-step manner. The school consents to the rationale of the school self-evaluation (SSE) that it reviews the effectiveness of routine work regularly while devising development direction according to children's needs and its development. The school has been focusing on nurturing children's moral development in recent two school years. It has set moral foci at each grade level and made suitable deployment in terms of home-school cooperation, hence implementing the work plans in an orderly manner. This school year, the school carries on last year's work by using moral stories and extended activities to motivate children to practise good behaviour and develop positive values and attitudes. The school heads towards the right direction with appropriate work strategies. The plans are implemented systematically.

1.3 The school caters for children's diverse needs with care. By daily observation, teachers identify children with special needs and maintain close communication with parents while providing follow-up and referral services to children properly. In tandem, the school capitalises on resources from the organisation and community to offer assessment and counselling to children in need, so that they can receive support services the soonest. Taking account of non-Chinese speaking (NCS) children's language abilities, the school team designs group or individual activities with a view to developing children's interest in learning Chinese. Meanwhile, the team holds interest activities for parents and encourages NCS parents to join, in an effort to enhance the interaction among families with various backgrounds and strive to create an inclusive culture. Another major concern of the school in this school year is strengthening home-school cooperation. By organising parent lesson observation and parenting talks as well as forming a team of parent volunteers, the school deepens parents' understanding of their children's learning and the school's direction of development. Parents recognise the school's mission and are willing to give suggestions to the school so as to become a partner of the school in promoting its development.

2. Learning and Teaching

- 2.1 The school makes reference to teaching packages and adopts real-life themes to design an integrated curriculum which covers all learning areas in light of the interests of children. The school launches celebrations in accord with festivals to help children learn traditional Chinese culture and custom. It arranges national flag raising ceremonies as well on special occasions, which helps cultivate a sense of national identity among them. The daily schedule is balanced. Children have the opportunities to take part in music, physical, art and free choice activities every day. However, some K3 homework is relatively difficult. The school must revise the homework design with a view to meeting the developmental needs of children.
- 2.2 The school attaches importance to moral education. This school year, the school encourages teachers to adopt picture books that align with children's development and life experiences, create context based on the story content and design learning activities. All these facilitate children to engage in learning, then get to know and

practise good behaviour. Teachers guide children to observe the illustrations in the picture books and encourage them to share life experiences related to the story content. Extended activities are also designed, such as asking children to show appreciation to teachers for taking care of them by drawings or making toys out of eco-friendly materials to cultivate attitudes of gratefulness and cherishing. The major concern has been implemented in a step-by-step manner.

- 2.3 Teachers formulate the assessment items of child learning experiences in accordance with the learning objectives and discuss the assessment criteria together. They conduct continuous observation and record children's performance in all learning areas to reflect children's learning objectively. The school develops learning portfolios for children to gather thematic assessment reports, observation records and children's works, as evidence of children's growth. Furthermore, the school meets with parents to inform them of their children's development in order to follow up on children's needs collaboratively. The school makes use of assessment information to serve as reference to make adaptation to teaching, thereby informing the learning and teaching.
- 2.4 The school has established a clear curriculum management mechanism. The management leads teachers to draw up the curriculum outline and conduct collaborative lesson planning. It also keeps abreast of the implementation of curriculum through classroom walkthroughs, scrutinising teaching plan and teaching reflections while giving appropriate guidance to strengthen the effectiveness of learning and teaching according to teachers' needs. The teaching plans devised by teachers have clear and specific learning goals. Teachers reflect on aspects of children's performance and activity design while making concrete suggestions of improvement, which are conducive to informing teaching and enhancing the effectiveness of children's learning.
- 2.5 Teachers design corner activities coinciding with the learning themes and create a learning environment that is appealing to children, encouraging them to explore freely. The role play corners are decorated as a pet beauty salon and a fire station where children imitate looking after pets and using equipment to put out fires and save lives, extending their learning. There are diversified language activities in the language corner such as fine motor activities and word games, where the former enhance children's hand-eye coordination to help children get prepared before learning to write and the latter are interesting and enable children to learn languages easily. Teachers provide different types of books which encourages children to read

extensively and increases their interest in reading. In the constructive corner, children can unleash their imagination and construct high-rise buildings or park facilities using different types of building blocks. There are plentiful artwork materials in the creative corner for children to use. Children make collages and draw meticulously. Their works show distinguishing features. The corner activities are designed to meet children's development. Children have sufficient opportunities to choose activities every day at their own interests and needs. They learn in the course of manipulation and exploration with peers, cultivating an active learning attitude.

- 2.6 Teachers are amiable, care for and embrace children's diverse needs. Teachers are conscientious in teaching and make prudent use of real objects, pictures and teaching aids to enhance children's learning motivation. During thematic learning activities, children are grouped in pairs and talk to each other. Teachers try to guide children to think and share their life experiences, as well as enlightening children to express their thoughts through questioning, facilitating children's interaction. Teachers design music activities dovetailing with the scenarios. Children sing, clap to the beat and do rhythmic movements, experiencing the fun of music. In the physical activity sessions, teachers arrange physical activities and simple sports competitions for children. Children have good physical coordination and generally master varied types of movements. However, some facilities like doll houses and cooking toys fail to foster children's gross motor development effectively. Teachers are required to review the appropriateness of the facilities and materials in order to improve the activity design for developing strong and healthy bodies in children.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school recognises the rationale of SSE. Teachers are able to initially review the school's current situation and identify its developmental needs through SSE. Upon this foundation, the management is recommended to keep organising school-based training and internal sharing and so forth to let teachers have a better understanding of self-evaluation. The management may also empower teachers to take part in evaluating the school's work in various aspects and undertake the role of a planner, thereby promoting the continuous development of the school with concerted effort.
- 3.2 The school gives a comprehensive and balanced curriculum to children. Yet, some K3 homework does not meet children's learning and developmental needs. The

school must review and remove such content. The school is also required to review the arrangement of physical activities with the aims of further enhancing the activity effectiveness and providing children with ample amount of exercise, thus developing a strong physique in them.