

School No.: 560740

Quality Review Report (Translated Version)

CUHK FAA Chan Chun Ha Kindergarten

**Kindergarten No. 1, Roof Floor, Tin Yan Shopping Centre, Tin Yan Estate,
Tin Shui Wai, New Territories**

7, 8 & 10 March 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 March 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 leadership team understands the school development and supports the school's administrative management through regular meetings. The school has encountered personnel changes in recent years. The management makes use of training and meetings of collaborative lesson planning as well as assigning experienced teachers to support newly recruited teachers on teaching and preparing lesson plans so as to help the newcomers understand the work environment and requirements. The school has created a sharing culture among team members. It provides teachers with training that aligns with the school's development plans and arranges for them to exchange their teaching experiences, which is beneficial to enhance the teaching effectiveness. The school encourages teachers to participate in administration and curriculum development so that teachers have a firmer grasp of the school work from different aspects, hence enhancing their professional competence.
- 1.2 The school has followed up on the recommendations of the previous Quality Review which include setting forth specific work objectives and success criteria for development plans, revising the daily schedule and improving the design of corner activities. The management leads the team to timely review the effectiveness of work in different areas and gathers teachers' views as reference to formulate the school's development plans. In view of the school context and children's needs, the school has regarded strengthening teachers' abilities in designing art activities and creating learning environment as the major concern in these two years. The school maps out appropriate implementation strategies. Through training and experience sharing, teachers are to strengthen their teaching skills, refine the set-up of interest corners and purchase materials to promote children's learning. The plan has been carried out smoothly and the effectiveness is observed.
- 1.3 The school cares for children with diverse needs. Teachers observe children's daily performance and aptly refer children for assessment. In tandem, the school makes good use of external professional support to provide appropriate follow-up services

for children and caters for their needs. Adaptation week is arranged for the newly admitted children to integrate into school life in a step-by-step manner. In respect of the interface between kindergarten and primary education, the school lets K3 children understand the changes in the learning mode and daily schedule of primary school, thus helping them be psychologically prepared for promoting to primary one. The school communicates closely with parents through different channels. It conducts courses for parents to systematically understand children's developmental needs and master the skills in promoting parent-child relationships, thereby enhancing their competence in parenting. The parent-teacher association promotes home-school liaison and cooperation in an effective manner as it arranges parent volunteers to assist in carrying out school activities, organising parent-child activities, reflecting parents' views to the school and so forth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to devise its integrated curriculum using real-life themes, and the learning content is in line with children's abilities and interests. In addition to holding the national flag raising ceremony on National Day and Hong Kong Special Administrative Region Establishment Day, the school plays the video of the national flag raising ceremony on Mondays, during which children sing the national anthem together, cultivating the relevant etiquette and attitude in children. In connection with traditional festivals, the school introduces to children the custom and food of the festivals to enable them to learn about Chinese culture. The curriculum is comprehensive and balanced which covers all learning areas, facilitating children to cultivate positive values, acquire skills and construct knowledge. The daily schedule of the school is properly planned that children have sufficient opportunities to participate in music, physical, art and free choice activities every day.
- 2.2 The school carries out the assessment of child learning experiences by continuous observation and record-keeping. It also develops learning portfolios for children which include assessment forms, observation reports, children's work and so forth, as evidence of their development. Meanwhile, the school invites parents to record children's living habits, emotional and behavioural performance to let teacher further understand children's learning and developmental needs. Teachers meet with

parents periodically to keep parents informed of their children's learning performance and pace of development. They join hands with parents to cater for children's needs and facilitate children's healthy growth. The school analyses the child assessment information on a regular basis, which serves as reference to inform the curriculum.

- 2.3 The management discusses with teachers the learning objectives of various themes, the activity design and the environment set-up through meetings. Teachers prepare lesson plans and make teaching aids according to the learning objectives. The management grasps the curriculum implementation through scrutinising teaching plans and conducting classroom walkthroughs. Peer lesson observations are arranged for encouraging teachers to communicate with and learn from one another, which is beneficial to strengthen their teaching skills. The management reviews the curriculum with teachers every school term. They evaluate the learning content of each grade level based on the curriculum implementation and make recommendations to give feedback on curriculum planning. However, some teachers are more intent on reviewing the activity arrangements when preparing teaching reflection. The management is advised to lead teachers to think about the suggestions for improvement in various aspects including teaching objectives, strategies and the use of teaching materials to enhance the effectiveness of curriculum review.
- 2.4 Drawing on the experience of trying to introduce pottery to children last school year, the school regards raising children's understanding of and interest in Chinese art and culture through activities of art as its major concern this school year. Teachers apply what they have learnt to design art activities that are related to Chinese art and culture. Apart from making potteries, children also try creating ink paintings and making lanterns, participate in parent-child ceramic workshops, etc., so as to experience Chinese art creation. Children are interested in the activities. The effectiveness of the plan is preliminarily seen.
- 2.5 The school premises are bright and clean. The school utilises its space to arrange adequate venues for children to play. The school has considered strengthening teachers' abilities in creating learning environment as its major concern in these two years. In this school year, the team builds on the successful experience of the previous school year to review and improve the school environment with the environment evaluation tools. As observed, the corner activities in the classrooms

were related to the learning themes and of a great variety. Plentiful corner materials were placed orderly in the corners for children's easy access. Children were familiar with the corner routines and chose corner activities according to their interests and abilities. Children unleashed their creativity by using the art and craft materials to draw and make three-dimensional craftwork. In the role-play corner, children played simulation games with peers like acting as chefs and customers, which was conducive to their social development. There were simple experiments in the exploratory corner such as testing the load-bearing capacity of a piece of paper. During the experiments, children were willing to attempt and try their best to apply different methods. In the teaching aids corner, children learnt through manipulating the teaching aids, which helped cultivate their attitude towards active learning. Teachers examined children's activity log sheets to know which activities children had taken part in, thereby understanding children's learning. On the whole, the corner activities that teachers designed provide opportunities for extending children's learning and cater for their developmental needs.

- 2.6 Teachers are conscientious in teaching. They use different voices and gestures to tell stories to draw children's attention. They exploit real objects and teaching aids to elucidate concepts, which helps children comprehend the learning content. Teachers are amiable. They care for children and embrace their diversity while offering support based on children's situation. For instance, they employ visual cue cards to guide children to behave properly, or they soothe children's emotion individually by talking to them. The classroom management is good in general and the flow of activities is smooth. Children are attentive in learning. During music activities, children warm up with vocal and breathing exercises. Then, they sing, perform rhythmic movements and beat along with the melodies, thoroughly enjoying themselves. In physical activities, teachers let children choose between carrying out free choice activities and following teachers to play physical games. Children are engaged in the activities that foster their gross motor development.
- 2.7 Children love going to school. They are devoted to class activities, respond to teachers' questions eagerly and are willing to share their life experiences. Children accept their peers. They have good social and affective development as they know how to share things with others, play together and get along well. Children have self-care abilities and good personal hygiene that they are able to put on and take off their shoes, tidy things up and wash their hands by themselves.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school achieves consensus among team members to draw up development plans in consonance with the school context and children's needs. When evaluating the effectiveness of the major concerns, the school should include children's performance as evidence for a more solid evaluation, hence promoting the continuous development of the school.
- 3.2 The school provides children with a comprehensive and balanced curriculum, and its daily schedule is properly planned. In order to further enhance the effectiveness of learning and teaching, the management should lead teachers to make suggestions of improvement in the aspects of teaching objectives, strategies and the use of teaching materials so as to inform curriculum planning.