

School No.: 153451

Quality Review Report (Translated Version)

The Fanling Assemblies of God Kindergarten

301 Jockey Club Road, Fanling, New Territories

21, 22, 23 & 27 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: 21, 22, 23 & 27 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 The school receives support from the organisation. The leadership team understands and monitors the school operation through school visits and meetings while guiding administration and other affairs to promote the school's continuous development. The management allocates duties by considering teachers' strengths, experience and preferences. It also assigns experienced teachers to support newly recruited ones, helping the new recruits adapt to the work environment the soonest. Team members discharge their duties properly and have close communication, resulting in the smooth daily operation of the school. The school encourages teachers to attend external training while arranging peer lesson observation to provide teachers with more opportunities to observe and share teaching experiences, enhancing the quality of teaching. An appraisal system has been established through which teachers reflect on their strengths at work and express their development needs using self-evaluation. The management recognises teachers' performance or gives suggestions for improvement, thus facilitating their professional growth.
- 1.2 The school has embedded the rationale of school self-evaluation in its routine work. The management leads teachers to continuously observe children's performance, collect and analyse stakeholders' views for jointly reviewing the effectiveness of various tasks and discuss the development focus of the coming year. The major concerns devised by the school generally dovetail with the school context and the developmental needs of children. In this school year, the school regards improving teachers' skills in conducting music activities and enhancing children's motivation and effectiveness in learning as its major concerns. It employs strategies such as introducing external support services, collaborative lesson planning and teaching adjustment. The relevant work has been implemented smoothly.
- 1.3 The school caters to the diverse needs of children. It sets up an explicit mechanism to identify and provide referral services to children in need, utilising external

resources to offer appropriate support. Teachers closely liaise with professionals and parents, working together to facilitate children's development and learning. The school holds parents' day for parents of newly admitted children to know about the common emotional reactions of children during the early stage of school admission and the ways to manage these emotions. In tandem, the school plans the daily schedule with a step-by-step approach to assist children in gradually adapting to school life. Graduates of the school are invited to share their primary school life, helping K3 children psychologically prepare for their transition to primary one. The school keeps parents informed of their children's performance through diversified channels at opportune times. It organises seminars and workshops about parents' needs, helping them understand child development and increase their competence in parenting. Based on the parents' strengths and preferences, the school arranges parent volunteers for outdoor visits and teaching aid preparation. The school and parents have built a harmonious and trusting partnership, joining hands to nurture the healthy growth of children.

2. Learning and Teaching

- 2.1 The school selects themes and picture books closely related to children's life experiences to design an integrated curriculum covering all learning areas. Diversified learning activities provide children with extensive learning experiences. The daily schedule of the school includes time for physical, music, art and free choice activities but some designated group learning activities are carried out in the free choice activity sessions. Children therefore have insufficient opportunities for free exploration. The school is required to improve such arrangements to ensure that children can choose corner games freely to nurture their exploratory spirit and develop their interests in different aspects. Besides, the amount of copying tasks in homework for K2 and K3 is rather excessive and some homework for K3 is too difficult. The school must improve the homework design to meet children's developmental needs.
- 2.2 The school pays attention to the moral development of children. It encourages children to love themselves and others, always be grateful, and build virtues in daily life through religious activities and story sharing. The school has launched an award scheme and invited parents to record their children's good behaviour at home, helping children cultivate positive values and proactive attitudes in daily life. With

respect to the promotion of Chinese culture, teachers design learning activities that suit children's interests. For instance, children can gain exposure to paper cutting and pottery to learn about traditional Chinese art. Moreover, children also learn the proper etiquette and attitudes by attending the national flag raising ceremony, steadily building a sense of national identity.

- 2.3 Teachers adopt continuous observation to assess children's performance and development. They meet with parents every school term to report children's learning progress. However, the descriptions of some assessment items of each grade level are similar in the summative report of each school year. These assessment items are not able to clearly demonstrate the assessment focus of different grade levels, thus undermining the effectiveness of the assessments. The management must lead teachers in revising the assessment design and devise assessment items based on the development of children at different ages to accurately present children's development at various stages.
- 2.4 The school has established a curriculum management mechanism. The management leads teachers to map out the curriculum outline while attending meetings, conducting classroom walkthroughs and lesson observation to understand the implementation of the curriculum. Teachers share the work to write up teaching plans and conduct reflection after teaching, but they mainly describe children's performance in activities. The management is advised to enhance its curriculum leadership to, for example, guide teachers in conducting reviews that align with the learning objectives and rendering suggestions, as well as consolidating the curriculum review information, which serve as a reference for curriculum planning in the future.
- 2.5 Teachers design diversified learning zones related to the learning themes on campus and in classrooms. Abundant materials are placed in the interest corners. Potted plants, vegetables and fruits are planted around the campus, along with the feeding of tortoise and insect, to provide more opportunities for children to explore animals and plants so that they learn to take care of living things. In the exploratory corners, children discover the properties of things and learn about natural phenomena by prediction, comparison and other means. Examples of activity include discovering the relationships between the size of a shadow and the distance of a light source, and testing the refraction and magnification of water. There are fun-filled games and a wide range of books in the language corners which not only accommodate the preferences of children and arouse their reading interest but also enable them to learn

language in a relaxed manner. Children are willing to interact with their peers. They learn and construct knowledge in the course of manipulating and exploring things.

- 2.6 The school has regarded strengthening teachers' skills in conducting music activities as its major concern in recent two school years. The school has arranged proper training and the curriculum team has led teachers to examine and enrich the content of music activities at all grade levels, thereby enhancing children's learning effectiveness. As observed, the music activities were arranged in an orderly manner. Teachers incorporated elements such as feeling the melodies, musical instrument accompaniment and rhythmic games into the music activities to provide children with extensive experiences. Meanwhile, teachers use story contexts to guide children's imagination, helping them to express their feelings and unleash their creativity through body movement creation. A good interactive learning atmosphere is created. Children are engaged in singing and playing games along with music, enjoying the fun of the music activities. The effectiveness of work plans has been shown.
- 2.7 Improving teachers' skills in conducting learning activities is considered as another major concern of the school in this school year to enhance children's learning motivation and effectiveness. Teachers set up real-life scenarios in activities and facilitate teaching with pictures, teaching aids, etc. Using gestures and concise, focused verbal cues, teachers capture children's attention and encourage responses, stimulating children's learning motivation. In tandem, teachers arrange children into pairs or let them speak in groups while encouraging children to share their feelings and experiences, thus fostering teacher-child interaction and interaction among children. Children throw themselves into activities and listen to teachers' explanation attentively. Moreover, children take the initiative to raise their hands to answer questions and are eager to express their views, being willing to learn. Teachers design interesting learning activities conscientiously, which is conducive to increasing children's learning interest.
- 2.8 During physical activity sessions, teachers arrange physical activities and simple competitive games. Children possess good body coordination and are generally able to grasp various movements. That said, teachers plan relatively quiet activities in the role play corner during the same session, resulting in inadequate physical exercise for children. Teachers are recommended to revise the design of relevant activities to increase the amount of exercises of children, helping them in developing

a strong physique.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 When devising work plans, the school could, depending on its task objectives, set more specific success criteria to evaluate the effectiveness of the work plans more accurately. The school may also utilise the evidence gathered and analyse information to inform the plans, hence promoting its continuous development.
- 3.2 The management is advised to enhance its curriculum leadership, guide teachers in revising the assessment design and use the child assessment information to inform curriculum planning. Besides, the school must refine the arrangement of the free choice activities to ensure that children have sufficient opportunities to choose activities freely. It is required that the design of the physical games be reviewed so that children can have ample exercise. The school must also reduce the amount of copying tasks in K2 and K3 homework and remove the inappropriate homework to meet children's development and needs.