

School No.: 518247

Report of Quality Review

Muslim Community Kindergarten

G/F, 40 Oi Kwan Road, Wan Chai, Hong Kong

13, 14, 15 & 17 February 2017

**Kindergarten Inspection Section
Education Bureau**

Education Bureau (2017)
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 13, 14, 15 & 17 February 2017

- School Met the Standards of Quality Review**
- School Did Not Meet the Standards of Quality Review**

Performance of the School

1. Continuous Development of the School

- 1.1 The school mainly served children from ethnic minority families with various cultural backgrounds. The school supervisor was dedicated to facilitate the communication between the school and its sponsoring body. The principal and senior teachers have been working closely together for years on administrative work to ensure the smooth operation of the school. Teachers shared teaching and administrative duties in a concerted effort conscientiously. A harmonious working relationship has been built up.
- 1.2 The school has followed up some of the recommendations given in the last Quality Review. Two teacher professional development days have been organised annually in which speakers in the field of early childhood education were invited to provide training for teachers. Various topics on lesson planning and activity design were covered to equip teachers with the skills in organising theme-related activities. Peer lesson observation was introduced this year with a view to enhancing teachers' reflection skills. The school has also strengthened the home-school communication. Parents were invited to join the annual Sports Day and other parents' workshops throughout the year. They appreciated the arrangement of the school and considered the educational activities useful for helping them understand their children's learning.
- 1.3 The school has been joining a professional support programme for years to help non-Chinese speaking (NCS) children develop Chinese abilities. The Chinese teacher has developed skills and strategies to teach NCS children Chinese through regular co-lesson planning, classroom observation and post-lesson reflection under the support programme. The school has also organised transition programme to prepare children for their promotion to primary education.

2. Learning and Teaching

- 2.1 The school devised its curriculum with reference to the *Guide to the Pre-primary Curriculum (2006)* with learning activities mainly adapted from learning resource packages. Outing activities and talks on different themes such as road safety delivered by police officers were organised to enrich children's learning experiences. The school emphasised on children's language development. Teachers often read theme-related stories to children. A reading scheme was also introduced to Upper KG class last year that age-appropriate story books were sent home once a week to encourage parents to read with their children. Upper KG children liked to share stories with their peers at the reading corner during free-choice activity.
- 2.2 It was noticed from the curriculum document that visual arts and science learning had not been included in the curriculum plan. The school was recommended to review its curriculum content so as to ensure the provision of comprehensive and balanced learning experiences for children. Music and physical activities were not arranged daily and time allocated for free-choice activities was inadequate. The school needed to adjust its time-table to allow children to have sufficient time to engage in physical, music and free-choice activities for their whole-person development.
- 2.3 Last year, the school made use of external resources to acquire some multi-media equipment to facilitate learning and teaching. Some teachers played theme-related music videos or stories in the class, some of which were interesting and stimulating. The children enjoyed watching the videos that they sang and danced along. However, the teachers should make cautious use of the multi-media equipment as prolonged screen time posed threats to children's physical development.
- 2.4 Most of the children's mother tongues were neither English nor Chinese. English was the primary teaching medium at school. Most Lower KG and Upper KG children could use simple English to communicate whilst the children at the nursery class emerged to use some single words to communicate with gestures. The school understood the importance of cultivating children's interest in Chinese learning. A 30-minute session was arranged daily for children to learn Chinese through stories, games and songs. Children have been developing confidence and interest in using Chinese in different contextualised scenarios with the aids of visual

cues. They enjoyed singing Chinese songs and could use simple Chinese to greet each other. However, the learning pace was a bit rush with too much learning content covered in an activity. The teachers were advised to adjust the Chinese learning content to help children develop oracy skills according to their abilities.

- 2.5 Repetitive drilling on writing numbers and alphabets was observed in Lower KG. Such practice undermined children's interest towards learning. Meaningful and contextualized learning activities should be organised to help children gradually develop their writing skill and learn to recognise numbers and alphabets. Formal writing in nursery class was inappropriate to the development of young children and should be abolished immediately.
- 2.6 The mechanism for curriculum coordination, monitoring and reviewing was in place. The teachers prepared the lesson plans in advance for the principal's review. Regular meetings were held for teachers to discuss issues they had encountered in teaching. The teachers were supposed to reflect their teaching by the end of each theme, but they failed to do so persistently. The effectiveness of curriculum monitoring and reviewing was not yet optimised. The supervisory role of the principal was expected to be strengthened so as to steer the curriculum development of the school. Frequent class observations could be conducted so that concrete and feasible suggestions could be given to teachers to improve teaching effectiveness.
- 2.7 The school was located on the ground floor of the Islamic Community Centre and it shared the first floor of the Community Centre for physical activities. Children enjoyed participating in group games and were seen having developed good gross motor skills. An indoor multi-purpose room was utilised as a library and for children to have art activities. Diversified materials could have been provided to foster children's creativity in their art works. The classroom settings were changed regularly according to the concurrent teaching themes to provide children with a stimulating learning environment. Most teachers set up different learning corners for children to learn and play either individually or with their peers in the free-choice activities. The provision of toys and learning materials were barely enough. More manipulative toys could be provided to help children develop creativity, curiosity and self-discipline through hand-on experiences in their play.
- 2.8 The teachers were attentive to children's needs. They always praised children and

some could respond to children's individual needs timely so as to support their learning. The teachers could further take into account children's previous experience in designing learning activities. Clear instructions and demonstrations could also help children learn more effectively. The children liked to get along with their peers at snack time and free-choice activities for sharing life experience. They usually followed teachers' instructions and were seen obedient. The children have developed basic self-management skills such as tidying up their toys and self-belongings all by themselves with minimal assistance from teachers.

- 2.9 The school has formulated its policy of children assessment by making reference to the stages of child development. The teachers observed children continuously and kept clear records of their observation. Parents were informed of the learning progress of their children and suggestions were given for future improvement in the report cards distributed on the parents' day for each term. However, the achievement of children was not comprehensively reported as some learning areas were not covered in the report cards. The use of letter grades was not able to manifest the learning progress of children across school terms and years. The school was recommended to refine its assessment tools so as to advise parents the all-round development of their children in order to solicit their concerted efforts in fostering the learning and growth of the children.

3. Recommendations for Improvement

- 3.1 The school has not yet established a mechanism for School Self-evaluation (SSE). To improve the effectiveness of the school, there is an immediate need for the teaching team to acquire the knowledge and skills of SSE. The principal should strengthen the leadership in reviewing the effectiveness of school work comprehensively and systematically with reference to the Performance Indicators (Pre-primary Institutions). Views should be solicited from different stakeholders' perspectives to enhance the objectivity of SSE for formulation of the school's annual development plan. Only through the actualisation of the inter-connected cycle of self-evaluation processes, viz. planning, implementation and evaluation, that the school could make continuous improvement. The principal should also be responsible for overseeing the daily operation of the school, in particular clear guidelines for teachers should be in place to ensure the safety of children

throughout the school hours.

- 3.2 The school has been advised to review its curriculum content and teaching strategies so as to devise a comprehensive and balanced programme in meeting the developmental needs of the children. Prompt action should be taken to improve the time tabling, homework policy, and assessment tools for the well-being of the children. Toy and materials at learning corners should also be enriched to create a stimulating environment conducive to children's pleasurable learning.
- 3.3 The school should also establish a systematic staff appraisal mechanism with well-defined evaluation criteria. The school management could have a better understanding of the strengths and training needs of the teaching team through the appraisal system to facilitate the formulation of professional development plans for teachers, with a view to enhancing their professional knowledge and skills for devising and delivering effective learning programmes for children.