

School No.: 554251

Quality Review Report (Translated Version)

**The Christian The Faith Hope Love Church
Yat Tung Kindergarten**

**Kindergarten No. 6, 3/F, Yat Tung Shopping Centre,
Tung Chung, New Territories**

28, 29 November & 1 December 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: 28, 29 November & 1 December 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 sets up various task groups according to its needs and has a clear organisational structure for teachers to know their responsibilities. Various guidelines are in place to enable staff to understand the school's requirements on daily affairs. The management actively introduces external resources. It arranges for teachers to participate in support programmes to have collaborative lesson planning, lesson observations and reflections regarding the major tasks, thus enhancing their professional competence. The school has built a stable teaching team in which teachers generally have served the school for years. They cooperate with each other, creating a harmonious working atmosphere.
- 1.2 The school recognises the rationale of school self-evaluation. It collects views from different stakeholders regularly to understand the implementation and effectiveness of tasks. In the last school year, the school regarded promoting national education as its major concern, whereas it puts emphasis on facilitating children's learning through play as its development focus in this school year. The planning of related work meets children's needs and the curriculum development trends of kindergarten education. The school mainly utilises external professional support to assist teachers in implementing the relevant work.
- 1.3 The school accepts children's diversity. It offers referrals for children with special needs while collaborating with professionals, so that children can receive appropriate services the soonest. With respect to catering for the learning of non-Chinese speaking (NCS) children, teachers add QR codes that link to the audio pronunciation of words in nursery rhymes collection and some pieces of homework, which helps NCS parents support their children in grasping the Cantonese pronunciation at home. Teachers organise parent-child paired reading activities to teach parents about the skills in reading Chinese picture books with children in order to increase NCS children's interest in learning Chinese. The school keeps contact with parents by means of face-to-face meetings, phone calls and circulars. It also holds various

parent education activities for parents to learn about the growth needs of children and child-rearing skills. The school invites parents to be volunteers to assist in carrying out activities. Besides, parent lesson observations are arranged for parents to understand their children's learning.

2. Learning and Teaching

- 2.1 By making reference to the teaching packages, the school selects themes related to children's life experiences to devise an integrated curriculum, which covers all learning areas. In recent years, the school has chosen suitable picture books that align with the themes and has tried to boost children's learning motivation through stories, role-play, etc. The school attaches great importance to children's moral development. It tells Bible stories, sings hymns and prays with children together during the religious activities on Fridays to share positive values such as caring and gratitude. Children have opportunities to take part in all kinds of activities every day. However, the school is required to revise the daily schedule so that K2 and K3 children can have sufficient afternoon nap time. Regarding homework, the school assigns K1 children to write in the second school term, whereas some pieces of K3 homework are rather difficult. The school must review and remove the inappropriate content with a view to meeting children's abilities and needs.
- 2.2 The school formulates the assessment content of child learning experiences in accordance with the curriculum objectives. Teachers record children's performance in different activities through continuous observation to keep track of children's learning progress in all areas. They create learning portfolios for children to properly keep thematic assessments, children's works and observation records. At the end of a school term, teachers share the progress of children with parents to deepen parents' understanding of their child's learning. Moreover, the school consolidates and analyses children's assessment information in a systematic manner as reference for reviewing the teaching activities.
- 2.3 The management understands the curriculum implementation by walking through classrooms and scrutinising teaching documents. It offers in-class assistance from time to time to provide support for teachers. The school arranges peer lesson observations to facilitate interaction among team members. In order to render concrete suggestions to teachers and enhance their professional capacity, the school should set lesson observation focuses taking into consideration their needs.

Teachers conduct collaborative lesson planning by grade levels for discussing the activity design and environment set-up. In the meantime, they reflect on the effectiveness of the activities based on children's performance and raise suggestions. Yet, the management still needs to strengthen its role of curriculum leadership to steer the team to take follow-up action in light of the reflection and review findings, in order to revise the curriculum content and teaching strategies for improving learning and teaching.

- 2.4 In the last school year, the school regarded promoting national education as its major concern. It participated in an external support programme to help teachers select picture books related to traditional Chinese festivals. The school also adopted role-play, story creation, experiential activities, etc., so that children can learn about the customs of festivals and the meaning therein. In addition, teachers assigned children as politeness ambassadors to welcome their peers who come back to school at the main entrance, thereby learning the attitude of treating others with courtesy. Parents are invited to the school and children are filial towards their mothers at a tea ceremony on Mother's Day, hence developing the virtue of filial piety in children. The school conducts the national flag raising ceremony on important days and introduces the national flag and national anthem to children for cultivating their sense of belonging towards the country. Building on the existing foundation, the school is recommended to systematically incorporate the learning element of national education into the curriculum, thus increasing the coherence of learning activities.
- 2.5 Teachers utilise the space of corridors and classrooms to display children's works for their mutual appreciation. Different interest corners are set up in the classrooms while sufficient items are placed for children to choose during free choice sessions. The major concern of the school in this year is promoting children to learn through play. The school enhances teachers' understanding of the teaching skills in applying play as a strategy through training and focuses on improving the design of interest corners in the classrooms. Teachers put theme-related toys and constructive materials in the imaginative play corners to encourage children to design playing methods by combining different things. Children are pleased to create scenarios with their peers that they imitate swimming and playing sand in the beach. They like going to the art and craft corners to draw and make collages conscientiously, or construct a variety of stuff with building blocks, demonstrating their rich imagination. Children are willing to share their toys with others and get along well, showing good social development. In the course of the activities, teachers observe children during

activities and guide them to finish homework. The school may make adjustments so that some children who need to spend more time to complete their homework are provided with ample opportunities to take part in free choice activities. The school should continue to follow up on the recommendations of the previous Quality Review to reinforce the roles of teachers such as inspirers in play, thereby boosting the effectiveness of learning through play in children.

- 2.6 Teachers care about and have a good relationship with children. They employ strategies including seating arrangements and individual guidance to cater for children's diverse needs. Teachers prepare teaching materials in light of the teaching content, supplemented by pictures and picture books to deepen children's understanding of the themes. Teachers may adopt interesting and interactive teaching methods to enhance children's learning interest. In music activities, teachers follow the pre-determined teaching procedures of singing and performing rhythmic movements with children. Teachers may guide children to listen and feel the melodies or beats of music to a further extent, encourage them to express their ideas and unleash creativity in different forms in order to strengthen the learning efficacy of the music activities. In physical activities, teachers lead children to stretch their limbs, make demonstrations and instruct them to grasp basic body movements. Teachers must pay attention to the situation that some children conduct relatively quiet activities in the role-play corner, guiding and helping children to have an adequate amount of exercise in physical activities to develop their physique.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has regarded fostering NCS children to learn Chinese as the major concern for years and the results of the work have been observed. The school is suggested to incorporate the well-developed tasks into its routine operation. The management must build consensus among team members, analyse the school context as well as mapping out the major concerns with teachers. It should also deploy implementation strategies from multiple perspectives while reviewing work progress in a focused manner so as to raise the effectiveness of the plans.
- 3.2 The management still needs to continue to follow up on the recommendations of the previous Quality Review by strengthening its role of curriculum leadership, to review and improve the situation of learning and teaching including daily schedule arrangement and homework content. It is required to steer the team to take follow-

up action against review findings to inform the curriculum and take into account teachers' needs to set focuses for peer lesson observation with a view to enhancing the professional competence of teachers.