

# Kau Yan School (Kindergarten Section)

## The year 2017-2018

### Principal's Message (2)

9<sup>th</sup> July, 2018

Dear parents,

This week is the last day of school for the 2017–18 academic year. Over the past year, not only have every staff member in the kindergarten worked tirelessly to provide a high-quality learning environment and to design curricula that build children's capacity for independent learning, but our parents—who have cooperated with us wholeheartedly—have also been our strongest support. They actively participated in various parent-volunteer roles, talks, workshops, and parent-child activities, helping each child gradually become expressive, inquisitive, eager to learn, confident, curious, helpful, kind, and brave.

From the very first day of classes this year, the children have left abundant traces of learning in every corner of the school: the music room has been filled with their beautiful singing and dancing; the art gallery has displayed their unique artworks; classrooms have echoed with their discussions—everywhere you can see children exploring. Today, each child's face is bright with a confident smile, ready to step into the next stage of growth. Looking at these innocent smiling faces fills me with deep satisfaction. Before the summer break begins, I would like to use this principal's message to share with you some of the highlights of the children's learning this school year.



Looking back over the past year, our kindergarten has continued to refine its curriculum and learning environment, providing abundant and rich learning elements throughout the surroundings so that children can learn in every corner and build firsthand experiences. To enhance teachers' skills in setting up exploratory environments that promote children's autonomous learning, in addition to conducting teacher training, workshops, and lesson-observation exchanges, I led a group of 21 staff members on a study visit to Taichung in May. During the visit we exchanged ideas with four kindergartens operating under different systems. All participants reported that the trip was highly rewarding; afterwards they engaged in in-depth reflection and discussion, which has greatly benefited our future planning and design of learning environments.



This year, we added several new activities on the 1/F and G/F: a "Lego Wall" station, a "Woodcraft Experience," an "Art Exploration" area, and a "Children's Book Corner." Through these activities, children can move from flat (2D) to three-dimensional (3D) creation, experience using wood as a medium for making things, broaden their knowledge of different artists, learn to appreciate artworks, and acquire various reading strategies. In addition to promoting development in visual arts and creativity, these activities have positively impacted children's cognition, emotions, self-image, social skills, and communication abilities.



In terms of children's learning, we observed that through the year's various topic-based explorations, children met the developmental goals for each level. At the K1 level, the focus was on cultivating an interest in learning and fostering a curious, questioning, and proactive attitude; through reading and conversational activities, we developed a love of reading and language skills, enhancing listening, speaking, and early reading abilities. K2 emphasized building a culture of discussion, teaching basic stroke order and strokes, and establishing correct writing posture. Meaningful writing opportunities—such as reading records and letters—were incorporated into different

activities. In K3, children were encouraged to initiate learning based on questions arising from their project explorations, integrating and flexibly applying various foundational skills and communication techniques to investigate topics from multiple perspectives and gain knowledge and firsthand experiences.

This year K1 classes were held on the 1st floor, where the youngest children had frequent contact with their older schoolmates in K3. At the start of the year, K3 students were given the first task of caring for the K1 children, so the K1s quickly adapted to school life and engaged readily in exploratory activities. Their expressive abilities also grew rapidly.



Children in K2 are beginning to transition away from egocentrism and are entering a stage of deeper understanding regarding the relationship between themselves and others. Consequently, learning interpersonal communication skills is particularly vital. Through daily small-group discussions, the Kimochis social-emotional curriculum, and mixed-age activities, children gradually learn to take turns speaking and listen attentively to others before responding. By fostering this "discussion culture," they also strengthen their self-control, which helps enhance their executive functioning.



The exploration activities launched by this year's K3 students can only be described as "rich and wonderful." Various classes embarked on diverse journeys: some wrote, directed, and filmed their own mini-movies, while others used decibel meters to explore hearing protection. Some created rhyming slogans and nursery rhymes about valuing food, while others took charge of planning, organizing, and preparing a heartwarming Lunar New Year's Eve dinner. Creativity flourished as some students used different foods to build a "Turtle Gym," and others held a comic book auction, raising several hundred dollars for charity. Most notably, after observing the local stone wall trees and recognizing community needs, some students wrote to government departments and district councilors to express their views—an initiative that even caught the attention of the news media. These are but a few snapshots of the year's journey. Through one project-based learning module after another, these senior students have truly become children who love to learn and know how to learn, fulfilling the core objective of our curriculum.

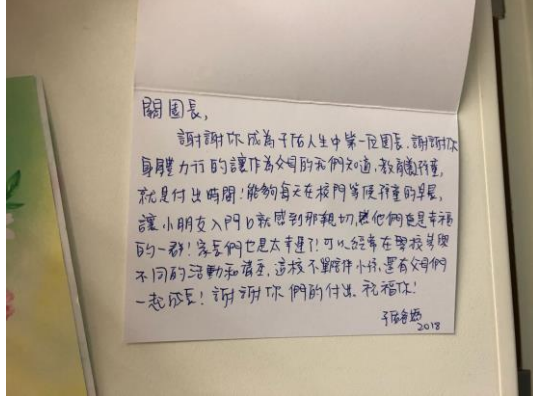
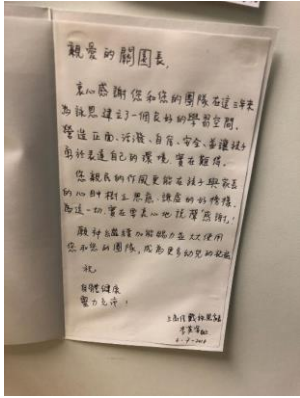




For our teaching team, this year has been both challenging and deeply inspiring. In March, we underwent a comprehensive Quality Review by the Education Bureau (EDB) Inspection Team, during which officials spent three and a half days meticulously examining every detail of our kindergarten, observing classes, and interviewing stakeholders including staff, parents, and children. We are moved to share that the draft report received last Friday contains very positive feedback and formal recognition of our work, serving as a powerful motivation for our team to continue our pursuit of excellence. We look forward to sharing the finalized report with parents as soon as the EDB completes the official version.

As the academic year concludes, we are filled with gratitude for the many thank-you cards and expressions of support from our families, which fuel our dedication to providing quality early childhood education. While we celebrate our progress, we must also bid a fond farewell to three valued colleagues: Ms. Wong, who is moving abroad; Ms. Ng, who is pursuing professional development; and Ms. Wong, who is departing to care for her newborn. We wish them every blessing and Christ's grace in their new chapters. Looking ahead, we are pleased to welcome Mr. Yam and Ms. Ling—former interns who are already well-acquainted with the Kau Yan family—to our teaching staff. Additionally, to ensure clearer communication and alignment with standard school operations, the titles for myself and the Vice Director will transition to Kindergarten Principal and Vice-Principal starting next year.





I wish all parents and children days filled with the joy of the Lord! May you enjoy sweet bonding moments and the wonderful blessings of family life throughout this vibrant summer.

Yours faithfully,



KWAN Shan, Principal