



# Peace Evangelical Centre Kindergarten (Sha Tin)

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## Fulfilling the Calling of a Teacher - Guiding Children to Be Like Christ

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As a long-time partner of Peace Evangelical Centre Kindergarten, I have always admired the school's educational philosophy and the teachers' loving guidance toward the children. Beyond academic instruction, the school places great emphasis on character development. As Proverbs 22:6 states, "Train up a child in the way he should go; even when he is old, he will not depart from it." Cultivating a Christ-like heart in children from a young age cannot rely on words alone — it requires teachers' actions and speech, as well as a nurturing environment that allows children to develop by example and grow to be like Christ.

This is similar to the core of inclusive education, which emphasizes Diversity, Equality, Inclusion, and Accessibility. Such values are demonstrated in classrooms, where teachers lead by example and become role models for children in how to care for peers with special education needs (SEN). As children observe these behaviors over time, they naturally absorb valuable character traits such as empathy, respect, and compassion. I have compiled a collection of daily interactions observed in the four kindergartens under Peace Evangelical Centre. These stories illustrate how children internally build the belief in inclusion through their kindergarten experiences.

### 1. Embracing Diversity:

"In daily classroom settings, there are times when SEN children may not follow classroom routines or wander around. Teachers teach the other children that their SEN peers need a little extra help. Consequently, the children in the class do not complain about their SEN peers for not 'listening' or not 'following rules.' Instead, they proactively offer care by holding their hands, accompanying them in activities—eventually helping the SEN children gradually integrate into classroom activities and learn to follow instructions." (Shatin)

### 2. Valuing Equality

"I remember a time in the Montessori mixed-age section where a non-Chinese child and a Chinese child were working together on the 'Hundred Board' math activity. They casually divided the number tiles and took turns placing them in order from 1 to 100. Using simple gestures and minimal words, they began the activity together. The process was harmonious and orderly, and their faces radiated joy and anticipation. After finishing, they moved on to another activity together. Through daily interactions, they now even communicate using each other's language!" (Tin Shui Wai)

### 3. Living in Inclusion

"There was a SEN child who often cried and acted out due to communication difficulties. One time, he was having a meltdown in the bathroom. Since the episode lasted quite a while, the class teacher asked support staff to help and took the rest of the class back. A child asked, 'Why did you leave him behind?' The teacher replied, 'We're not abandoning him. He just needs some quiet time. Once he calms down, the staff will bring him back to class.' The child then felt at ease and continued the lesson. The school's culture is to assist every child through difficulties and help them rejoin the group once they're ready." (Tsing Yi)

### 4. Accessible Education

"One of our students left a deep impression on me. One day, we went to the park with a deaf teacher. An elderly woman complimented our students for being well-behaved, but the deaf teacher couldn't hear her. The student took the initiative to go up to the woman and said, 'She's deaf, she can't hear what you're saying.' Then, the student interpreted the lady's message for the teacher." (Ngau Tau Kok)

These stories show that even at a young age, children know how to accept, respect, and appreciate differences among people. These natural acts of kindness and care demonstrate their understanding and empathy for others' difficulties. What's most touching is their instinctive empathy, expressed through immediate and sincere responses to the needs of others. In the Bible, we often see how Jesus, upon seeing someone in need, was moved with compassion and acted to care for them.

When teachers demonstrate acceptance of each child's uniqueness, they reflect how Jesus modeled Christ's love to His disciples. As stated in Matthew 25:40, "Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me." This emphasizes not a kind of top-down pity, but a deep recognition of the intrinsic value God has given to every person — whether they have special needs, emotional challenges, or come from different cultural backgrounds. What we do to these "least" among us is, in essence, what we do unto the King.

No matter the classroom setting, teachers can lead with their lives, impacting students through their own example and cultivating an environment of mutual acceptance and love. By following Christ's model, we can immerse our children in biblical truth and guide them toward living in the likeness of Christ.



# REVIEW AND OUTLOOK

## - MESSAGE FROM THE PRINCIPAL

### Passing On a Rich Cultural Heritage and Broadening Children's Horizons

Principal Miss Fok Wing Shan



Over thirty years ago, a group of Christians, devoted to the teachings of Jesus Christ and committed to serving young children and their families, founded the first Peace Evangelical Centre Kindergarten (our school). Guided by biblical teachings and values, we teach children to do good and to live out the love of Jesus—this is the cornerstone of our educational mission and the foundation for our institution's management and teaching practices.

In the early years of our school, we were introduced to the Montessori educational approach, which aligns closely with children's developmental needs. This method has proven effective in fostering independent learning and encouraging children to reach their full potential.

Today, we face a rapidly changing world filled with challenges such as declining birth rates, the aftermath of the pandemic, economic downturns, rapid technological development, wars, and a general sense of uncertainty. How should our education respond to the needs of this era? How can educators teach about things we have yet to fully understand?

To address these questions, we aim to build upon our solid foundation—our long-standing Christian educational philosophy and experience with the Montessori method—while refreshing and revitalizing our teaching practices. This year, our entire teaching staff participated in the "Self-Confrontation" discipleship training course, engaging in self-reflection and striving to live a life that is pleasing to God. At the same time, we pursued professional development through the "Orff Music Training" and the "Advanced Montessori Sensorial & Mathematics Education Training." Our new curriculum incorporates elements of Montessori cultural education, enriching the learning experience and expanding children's understanding of the world. These learning experiences are not merely for the sake of acquiring knowledge, but to sow early seeds of respect for different cultures, acceptance of others, and the practice of peace education.

As we continue to uphold treasured traditions, we hope to broaden our children's horizons and equip them to navigate an era full of challenges, enabling them to develop and express their unique potential.

## Walk with You

Social Worker: Miss Lau Yuen Kwan



Hello everyone, I'm Miss Lau, the school social worker. I'm very happy to have the opportunity to meet you all this year at Peace Evangelical Centre Kindergarten!

During my time working at the kindergarten, I've truly enjoyed spending time with different children. I also feel honored to be able to accompany and witness the growth of both the children and their parents. I believe that a child's growth isn't simply something that happens naturally with age, but rather it embodies the quiet support and nurturing from parents.

As this school year comes to an end, if you were to reflect on the experiences of the past year and present your child with a "World's Best" award, in which area do you think your child would deserve this special recognition?

In fact, what does the "world" referenced in the above question really mean? If we simply apply the conventional concept of the broader "world" to our children, they may seem small and insignificant. However, the so-called "world" can be as vast or as intimate as we perceive—it can refer to the "small world" among children or the "inner world" of a parent. If we can set aside the constraints of reality and step into our child's "world", embracing a standard that matches their developmental abilities, you might discover that your child is far more deserving of the "World's Best" title than you imagined!

So take a few extra minutes now to reflect—what unique qualities, contributions, or efforts does your child possess that would earn them the "World's Best" award? Don't hesitate—go ahead and present that "World's Best" to your child right now!





# HOME-SCHOOL COLLABORATION



Parent-Child Music Therapy and Art Experience Workshop



School Picnic



## STAFF TRAINING



Advanced Montessori Sensorial and Mathematics Education Training



Orff Four Seasons Music Games Course and Enrichment Training



Joint School Training: Focusing on Holistic Well-being (Body, Mind and Spirit)





# PARENTAL SHARING

## sharing from K1 parents

### K1 Adaptation - C.L.S.

Yik Laam's K1 journey is coming to an end, and she is eagerly looking forward to becoming an "older sister" in the eyes of the next cohort of new K1 students. With a growing sense of responsibility, she feels she must strive to be a good role model. Looking back at the beginning of the school year, since Yik Laam did not attend the N class prior, she was not used to being separated from her parents. In how the school and teaching team supported her adaptation, we'd like to express it using three English letters: C.L.S.:

**C - Care** : Although Yik Laam only had a few instances of crying or shouting due to separation, and she actually enjoys going to school, she simply couldn't overcome the "Magic Door" at the school's entrance. Every morning, she needed us to accompany her to the door of her classroom before reluctantly saying goodbye. Unlike some schools that enforce rigid separation policies, this school emphasizes care and attentiveness to the child's feelings, allowing her to adapt and grow gradually at her own pace.

**L - Love** : The school's teaching team shows great love and patience toward the children, guiding them gently in all aspects. Even during the interview stage, we could already feel the love the teachers had for the children — and this became the biggest reason we chose this kindergarten. We are truly grateful that God guided us and gave us confidence to make this best decision for our family and for Yik Laam.

**S - Support** : The school offers strong support for parents as well. As working parents, maintaining communication with the school is a vital part of home-school collaboration. Through effective communication and support, we feel fully confident in the school and its staff, believing that Yik Laam will be able to steadily adapt within such an environment.

With C.L.S. (Care, Love, and Support), Yik Laam successfully overcame the very first small hurdle in her life. By the second term of K1, she has completely adapted to school — from crying and calling for "Mommy" to confidently walking through the "Magic Door" on her own. Despite the challenges, we're thankful that "grace is sufficient." As parents, we believe Peace Evangelical Centre Kindergarten truly deserves a C.L.S. (Comment, Like, Share) recommendation to all fellow parents around us.



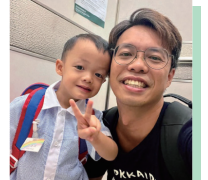
### K1 Ho Tsan Nok

I remember at the beginning of the school term (around September to October), Tsan Nok was very resistant to going to school. He even had nightmares in the middle of the night, crying out that he didn't want to go. Since he had no prior experience in the N class, we initially assumed it was due to his timidity and difficulty adapting, which also caused us a lot of concern.

We are thankful that the school arranged a two-day "adaptation class" at the end of August, allowing parents to accompany their children during class. This helped Tsan Nok develop a good impression of and trust in the school and teachers. So we ruled out the possibility that he disliked the school or the teachers. Through gradual conversations and listening to his feelings, we discovered that it was actually the school bus schedule he couldn't get used to.

After two months of adjustment—and switching from taking the school bus to dropping him off ourselves—Tsan Nok now enjoys going to school every day. He even misses his school, teachers, and classmates during holidays!

We are truly grateful to the school, teachers, staff, family members, and our Heavenly Father for their companionship and support, which enabled Tsan Nok to take this important step and continue learning and growing joyfully every day.



## sharing from K2 parents

### K2 Ting Zi Mong

Thank God for preparing Peace Evangelical Centre Kindergarten for Zi Mong. We first learned about this kindergarten through information on the internet. We have always been deeply attracted by the "Montessori" teaching method!

My husband and I visited the campus in person and were even more impressed by the teaching materials and the setup here. Although the school does not feature fancy decorations, the spaciousness brings us an indescribable sense of peace and security. "Yes! This is the place." This voice echoed in my heart, and my husband felt the same.

From the bottom of our hearts, we believe that the principal, teachers, and two aunties at Peace Evangelical Centre Kindergarten are full of love! They are experienced, guiding each child to learn and grow with care. What is even more precious is that the class teacher, Miss Kwok, leads the children to pray for classmates and parents, helping them learn from a young age to notice the needs of those around them.

My husband and I were well aware that Zi Mong suffered from severe separation anxiety. We were quite worried that this issue would make him afraid to go to school. Before K1 started, as a mother, I watched countless videos on YouTube about successful separation methods for young children.

Most videos suggested that after saying goodbye at the school gate, the main caregiver should leave without looking back, remaining firm. However, on the first day of school, the principal proactively suggested I accompany my child into the campus. I was a bit surprised and doubtful. Would this method work? How long would it take?

And so, I held Zi Wang's hand and accompanied him to the classroom for just over three months, helping him hand in his homework, put away his schoolbag, go to the bathroom, and only left after he was settled.

About a week before the Christmas holiday, Miss Hong, the K1 class teacher, approached me to ask if I was ready for Zi Mong to enter the campus by himself. I replied, "Zi Mong's crying will surely frighten all the teachers and classmates."

I remember Miss Hong stepping outside the school gate, gently and firmly picking up a crying Zi Mong and carrying him into the campus. From that moment, the heavy weight in my heart was finally lifted, and my confidence was born!

We are grateful to Peace Evangelical Centre Kindergarten for building children's confidence with love, making them enjoy school, and giving parents peace of mind to entrust their children here.





# PARENTAL SHARING

## K2 Du Yi Qian Gwen

Today, when my daughter came home from school, she held in her hands a brightly colored little handmade book. Excitedly, she said to me, “Mommy, look at the shape book I made!” The cover and pages were filled with colorful drawings and text. Although some parts were a bit crooked, every page showed her seriousness and joy. Upon arriving home, she couldn’t wait to introduce her work and explain the process to me, her face brimming with a sense of accomplishment. She even insisted on keeping the little book by her bedside when sleeping at night. I am grateful to the teachers for their patient guidance. In such a joyful environment, children enjoy school, build self-confidence, and lay a solid foundation for learning.

## sharing from K3 parents

### K3 Lam Hiu San

Looking back to three years ago when Hiu San first entered the gates of Peace Evangelical Centre Kindergarten, he would always twist and turn every day, complaining, “I don’t want to go to school,” and sometimes even crying at the school entrance, which gave us, as parents, quite a headache.

But I remember that the principal, teachers, social workers, and pastoral staff were always patient, trying every possible method to guide the children into school. As we persisted, we saw real progress in Hiu San—he has improved greatly, both emotionally and academically. Now, in K3, he even says things like “I really like going to school” and “I want to go to school.” We are grateful that our Heavenly Father led our child to this loving school, and we sincerely thank the principal, teachers, and even the janitor aunties for their devoted nurturing.

### K3 Wong Chi Kiu

First of all, many thanks to Principal Fok of Peace Evangelical Centre Kindergarten, all the teachers, and aunties! Thank you for teaching and caring for Chi Kiu, turning a little girl who was initially afraid of going to school into one who now loves school so much! Time flies; in the blink of an eye, Chi Kiu is already in K3 and will soon be graduating and leaving the school. For the past three years, we are so grateful that Chi Kiu received wonderful class teachers—their guidance has given us great peace of mind. The teachers’ thoughtful teaching has enabled Chi Kiu to find so much joy in learning. Every day after school, Chi Kiu would excitedly share with us what happened at school, her happy expressions as she speaks are a testament that the school is truly a place filled with love and happiness! Finally, I hope the school will continue to do better and better, so that all the children studying here will be happy and grow up healthy! Wishing the principal, all teachers, and aunties good health, peace, and joy!

## SHARING FROM PASTOR

### Blessings of Legacy Pastor Lai Fung Yee

This January, I set foot once again on the platform of Wai Wah Centre. Looking at the entrance of Peace Evangelical Centre Kindergarten (Sha Tin Campus), scenes from the past began flashing through my mind—it’s hard to believe that twenty-seven years have passed in the blink of an eye. I still remember, back then, I took part in the kindergarten’s parent evangelism ministry as the Gospel Officer of Sha Tin Peace Evangelical Centre Church. As someone without children of my own at the time, I couldn’t help but worry whether I was up to the task. Yet, through the subtle arrangement of the Heavenly Father, I found myself unwittingly taking a “Motherhood Primer” during my service, which helped prepare me to joyfully welcome my daughter’s birth.

The kindergarten was not just a place of service for me—it was a place of blessing. I recall at every new school year’s parent meeting, families always discussed why they chose Peace Evangelical Centre Kindergarten. Of course, the use of the Montessori teaching method was attractive, but it turned out that children’s responses to the aunties and teachers were also deciding factors for parents! Like any other parent, when my daughter was old enough for kindergarten, Peace Evangelical Centre Kindergarten naturally became my first choice. Thus, I added a new identity here: a parent. I can still picture those first six months, when my daughter would cry every day, unwilling to enter the school. Yet, the teachers always calmly found ways to attract her into the campus—I was truly amazed by their wisdom!

However, facing the unknowns of primary and secondary school after graduation, parents cannot help but feel anxious. Before I even knew how to pray for guidance, the Heavenly Father led then-Principal Chow to recommend the “6A Character Education” program to me. This course not only helped me build a closer relationship with my daughter, but also a more harmonious family. While experiencing the Heavenly Father’s grace, I desired to pass on God’s blessings—so I took the “6A Character Education” instructor’s training.

1 Corinthians 2:9 says, “...No eye has seen, no ear has heard, no mind has conceived what God has prepared for those who love Him.” This verse has been, almost as if a key to my life, guiding me along the path the Lord has set. Social unrest and the pandemic caused all routines to stop, yet the Heavenly Father continued His work. Through an online sermon, I received a call: “Are you living for this life, or for eternal life?” The speaker challenged, “If full-time ministry is God’s will, will you follow? Are you willing to fully submit to God?” My answer was to be true to the call of God and act to advance His Kingdom—I am willing to be used by the Lord.

Time flies. In a flash, I have completed four years of theological training. Parent evangelism ministry has always been God’s entrusted mission for me, but I never expected I would be able to return to serve at this kindergarten again—truly, a wonderful arrangement by the Heavenly Father. Starting January 2025, I took up the post of half-time preacher at Sha Tin Peace Evangelical Centre Church, succeeding Preacher Leung Wai Pik as the kindergarten’s chaplain. In the days ahead, I hope, under the Lord’s grace and guidance, to continue bearing witness with all the staff of the kindergarten—passing on the blessings of God.

# SHARING FROM PASTOR

## Who truly understands the hearts of parents?

Pastor Law Kam Ting

"Threads in a loving mother's hand, sewn into her traveling son's robe strand by strand.

Stitch after stitch before he departs, Fearing he may be long in returning, breaking her heart.

Who says a child's grass-like love. Can ever repay the spring sun from above?"

This classic poem by Meng Jiao of the Tang Dynasty captures the tender devotion of countless mothers. Today, the traditional roles of strict fathers and gentle mothers have evolved. Instead, both parents now work hand in hand to raise their children with hopes that they grow up happy, successful, and fulfilled. But how can this be achieved?

In ancient times, Mencius's mother famously moved three times to find the ideal environment to nurture her son. Today, we see the same dedication as modern parents go to great lengths—relocating for better school districts, even emigrating—for the sake of their children's futures. Truly, such decisions come from deeply devoted hearts.

Being a parent is no easy task. We know all too well that living happily and successfully in today's world isn't as simple as it sounds. As a result, we carry many worries, stress, and pressure. We fear that our arrangements for our children may not be good enough. Even if we attend hundreds of parenting seminars, read thousands of expert articles online, and gather tons of tips and tricks from books and blogs, we still can't shake the anxiety that something might be missing—something that could negatively affect our children's futures.

We worry that our children might fall behind, not be competitive enough, or fail to meet expectations. But what is it they truly need most? As both a pastor and kindergarten chaplain at Sha Tin Peace Evangelical Centre Church, my sincere hope is that every child will enjoy a beautiful childhood and a fulfilling life. But in a society filled with so many traps and temptations, where both children and adults face endless desires, we must acknowledge a hard truth: human desires are bottomless pits. No matter how hard we try, we can never fill them completely. Many so-called successful people have tragically fallen because of one fatal flaw—an unaddressed inner weakness.

This reminds me of a powerful passage from the Bible: "How can a young person stay on the path of purity? By living according to your word. I seek you with all my heart; do not let me stray from your commands. I have hidden your word in my heart that I might not sin against you." (Psalm 119:9-11)

Perhaps what can bring parents the most peace of mind is for our children to know God, to understand and live by His Word. When their hearts are filled with God's light, they can walk safely through the world's darkness. This is the true foundation for a secure life.

Time flies. My two daughters have gone from cradled infants to a young working adult and a university student. Whether it was the past joy of "Daddy's Carnival" at home, or me dressing up as "Maths-Man" to help decode their math problems, those happy childhood memories are a great treasure in my heart. Who truly understands the hearts of parents? Being a parent is a long and weighty journey. But who can foresee life's twists and turns? So, don't dwell too much on whether what you've done for your child today is perfect in every way. Every person walks their own life path.

The greatest blessing and security we can give our children is to experience God together with them, and to follow His Word. For it is God Himself—and His Word—that will guide and protect us throughout our lives.

## SCHOOL ACTIVITIES

### Whole-School Activities

November Birthday Party: Character Education - Little Animal Story Helpers



September Birthday Party: Salute Ceremony

K1 & K2 Christmas Fun Day



March Birthday Party: Picture Book Activities

December Birthday Party: Christmas Worship and Celebration Party





# SCHOOL ACTIVITIES

## Whole-School Activities

January Birthday Party: Lunar New Year Fair



Mid-Autumn Festival Lantern Fair



February Birthday Party: Nostalgic Traditional Toys Day



May Birthday Party: Chinese Culture (Wisdom)



October Birthday Party: Chinese Culture (Traditional Chinese Magic Tricks)



April Birthday Party: The Resolute Little Snail





# SCHOOL ACTIVITIES

## K1 Activities

We went to the Hong Kong Children's Discovery Museum to play.



We went to the Sha Tin Park to see the spring scenery.



We visited the bus stop.



We fed the fish in school.



The mung beans are growing.



There are many different facilities at the bus stop.



This is the swimwear we wear in summer.



We tasted English muffins together!



Thank you Lord for giving us vegetables.



We discovered that weeds come in different forms.



We wear the traditional clothing of Asian People!





# SCHOOL ACTIVITIES

## K2 Activities



We found different kinds of birds, YEAH!

These are butterfly specimens.



All of these are made of ivory.



Visit the Endangered Species Resources Centre.

What kind of bird is that?



We're tired from walking. Let's have some refreshments together!



Visit the Kowloon Park.



Let's see where there are fish.

The park is so much fun.



Visit the Sha Tin Park.

Let's take a photo with the old train together.



Visit the Railway Museum.

Hello, we're on the train.



The park is so much fun.



# SCHOOL ACTIVITIES

## K2 Activities



Let's brush our teeth together.

Develop the habit of protecting dental health from a young age.



This bed is really comfortable.



VISIT  
IKEA.

We're having a dental check-up together.



Visit the  
Brighter Smiles Playland.

We're learning about health and hygiene



We're taking group photos at IKEA.



I discovered different kinds of flowers.



Enjoying the  
spring scenery  
on the terrace.



We're learning about directions.



We found the elevator that leads to the Dinosaur Park.



Look, what kind of flower is this?



We've arrived at the Dinosaur Park!



Learning about  
directions.



# SCHOOL ACTIVITIES

## K3 Activities

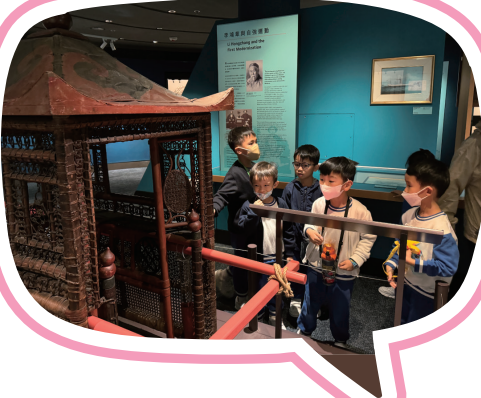
Learning about our bodies



Visiting the farm — fresh vegetables



Let's learn about transportation in the past — the sedan chair



Passion fruit tastes sweet and sour



Graduation is coming soon



Let's learn about traditional clothing from around the world



Practicing football skills diligently





# SCHOOL ACTIVITIES

## K3 Activities

Tasting food from different countries



We are visiting the Peace Evangelical Centre Kindergarten (Tsing Yi)



We are visiting the Railway Museum

The principal is introducing the sewing machine to us



New Year greeting paintings



We are learning to categorize different types of clothing

We are rowing a dragon boat



We are making corn mashed potatoes

