

School No.: 615080

# **Quality Review Report (Translated Version)**

**Hong Kong Young Women's Christian  
Association Helen Lee Kindergarten**

**1/F., Joysmark, Mun Tung Estate, Tung Chung, New Territories**

**13, 14 & 20 February 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: 13, 14 & 20 February 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 maintains close liaison with the organisation. The leadership team provides advice on administrative management affairs and teacher training to support the school's development. The school has formulated a variety of guidelines to help the staff grasp the work requirements. The management deploys manpower based on the school's needs, sets up adequate channels to disseminate information and gather the views of the staff. In tandem, the management arranges school-based training and exchange activities for teachers and gives them timely support. Teaching team members cooperate with each other and endeavour to promote the development of school.
- 1.2 The management recognises the rationale of school self-evaluation (SSE). It leads the teaching team in the SSE work and sets forth the school's development direction of the next school year with the consideration of children's needs, the school's development and stakeholders' views. In this school year, the school regards creating opportunities for children to express themselves and explore through play as its major concern. It intends to employ strategies such as bringing in external support, enriching the curriculum and strengthening home-school cooperation to implement the work plan. With the full resumption of face-to-face classes in kindergartens, the relevant work is carrying out smoothly.
- 1.3 The school sets up a clear mechanism to identify and refer children with diverse needs while enlisting community resources to enable them to receive proper care and support the soonest. In the previous school year, the school explored the classroom support strategies of taking care of children in need. Teachers applied what they have learnt from training, including improving the design of teaching aids and making visual cue cards, to help children build routines and integrate into school life. In this school year, the school has set facilitating non-Chinese speaking (NCS) children's Chinese learning as the focus. In addition to facilitating teachers to grasp the relevant strategies, it also assists parents in understanding the basic skills in

fostering children's language development. The school launches different channels to keep contact with parents and has held parent education activities on topics such as ways to prevent children from digital addiction. It also invites parents to be volunteers to increase their understanding of children's learning. Parents trust the school and are willing to take part in school activities. Home and school support each other and nurture children's growth together.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages to design an integrated curriculum with real-life themes. The curriculum content meets children's interests and abilities in general, addressing their cultivation of attitudes and acquisition of skills and knowledge. The school attaches importance to children's moral education. Through religious stories, award schemes, daily life sharing, etc., it helps children build proper attitudes towards interpersonal relationship and behave well in daily life. The school arranges festival activities for children to deepen their understanding of traditional Chinese custom and culture. Moreover, it holds the national flag raising ceremony to foster the sense of nationhood and national identity in children. Nonetheless, in regard to homework, the amount of copying for K2 and K3 children is too much and some pieces of homework of K3 are rather difficult. The school must revise and remove the inappropriate homework to meet children's developmental needs.
- 2.2 In respect of the daily schedule, the school provides enough opportunities for children to participate in music, physical, art and free choice activities every day to foster their balanced development. However, children are arranged to have subject-based activities during the period of kindergarten-primary transition programme and do not have the opportunities to take part in free choice activities every day. The school is required to review and improve the arrangement of kindergarten-primary transition programme.
- 2.3 The school formulates child assessment items with the learning objectives of the curriculum, which are specific and clear. Teachers observe children continuously and record children's performance in all learning areas. They also develop learning portfolios for children to keep record of children's work, teachers' observation records and so forth to demonstrate children's learning and development from different perspectives. Teachers meet with parents regularly to deepen parents'

understanding of their children's learning and growth. Nevertheless, it is necessary for the school to lead the team in collating and analysing the assessment information so that teachers can refer to the assessment information and results more effectively to facilitate children's further development. Such information can also serve as reference for reviewing the teaching strategies and adjusting the curriculum, thus informing curriculum planning.

- 2.4 The school has a curriculum management mechanism. The management leads teachers to devise the curriculum outline as well as planning thematic learning activities and interest corner set-up. It understands the curriculum implementation through scrutinising teaching documents and conducting classroom walkthroughs. However, in the teaching reflections, teachers mainly reflect on the thematic learning activities and merely describe children's performance therein, which is not favourable for teachers to take follow-up action and evaluate the effectiveness. The management is required to strengthen its professional leadership in steering the team to review the learning activities comprehensively and helping teachers master the reflective skills to evaluate the effectiveness of learning from multiple aspects such as environment set-up, activity design and teaching strategies while integrating the reflection information to form the basis for future planning and curriculum adjustment.
- 2.5 The school environment is tidy and bright. In alignment with the learning themes, there are different learning corners in the classrooms in which modified toys are provided to consolidate children's learning. During free choice activities, teachers observe children and give them guidance and assistance when needed. Children enjoy interacting with peers and work together to complete learning tasks, showing good social development. The school introduces external support services this school year to facilitate teachers to grasp the skills in creating scenarios with stories and leading games, with an aim to increase children's opportunities to express themselves and explore. After the full resumption of face-to-face classes in all kindergartens, teachers simulate story scenarios in the interest corners of the classrooms and design cooperative games. They add materials in other corners to enable children to explore and create. The plan is being carried out in a step-by-step manner. However, as observed, the setting of the exploratory corner was not attractive enough and children seldom initiated exploratory activities on their own. The school must further review the design of corner games in order to provide more interesting exploratory activities. Teachers are recommended to participate in

children's games more often in order to better understand and analyse children's learning performance. They should ask questions to guide children to attempt and think, encourage children to express their thoughts and feelings as well as giving timely feedback to children, thereby further elevating the effectiveness of the plan.

- 2.6 Teachers are kind. They care for children and give children appropriate praises, building a good relationship with them. Teachers employ different strategies to cater for children's diversity as well as increasing children's participation in learning activities. The school has set facilitating NCS children's Chinese learning as its focus this school year. It enlists professional support to understand children's needs and design suitable materials for language learning activities. It is observed that NCS children got along with local children. They were quite good at expressing themselves in Cantonese as they responded to teachers' questions in simple Chinese words. In order to spice up the activities, teachers use teaching materials like pictures and paper dolls to draw children's attention during the thematic learning activities. Yet, some teachers tend to adopt one-way teaching and children lack the opportunities to express their ideas. Teachers are advised to offer children more chances to share their life experiences and thoughts, and give guidance and feedback according to children's responses so as to develop children's thinking and expression abilities. Besides, the music and physical activities are loosely organised, impairing children's learning efficiency. Teachers must discuss and set the learning objectives and teaching steps of music and physical activities, and make adjustments in light of children's performance to strengthen the activity effectiveness.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The management is required to demonstrate its professional leadership to strengthen the teaching team's understanding of SSE while gathering evidence and analysing information systematically. It must analyse the school context objectively and build a consensus on the school's development needs, thereby setting forth specific annual work objectives and plans to enhance the effectiveness of self-evaluation. In the meantime, when implementing the plans, the school is recommended to adjust the work strategies based on the actual circumstances and make corresponding deployment such that the plans could achieve the expected goals. It is necessary for the school to understand the capabilities and needs of the teaching team to assign duties and plan training activities appropriately to foster teachers' professional

growth, hence promoting the school's sustainable development.

- 3.2 The management also needs to strengthen its curriculum leadership to steer teachers to evaluate the teaching effectiveness from multiple perspectives as well as utilising children's assessment information to summarise and consolidate the experiences to inform the curriculum. The management and the teaching team should pull together to review the appropriateness of homework and improve teachers' skills in leading physical activities, along with their abilities in organising music and physical activities. The school is also required to review the arrangement of kindergarten-primary transition programme and pay attention to the balance of daily schedule to meet children's developmental needs.
- 3.3 The school communicates closely with parents and parents are willing to participate in school activities. The school may plan more diversified parent education activities and provide child-rearing information according to parents' needs to raise parents' competence in parenting so that they can join hands with the school to nurture children to grow healthily.