

School No.: 541230

Quality Review Report (Translated Version)

Chinese Y.M.C.A. Kindergarten

**Kindergarten at 2/F, Ancillary Facilities Block, Tin Yuet Estate,
Tin Shui Wai, New Territories**

20, 21 & 23 May 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 20, 21 & 23 May 2019

- 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 different service units of its sponsoring body to collaboratively implement work related to parent education, supporting children's diverse needs, etc., so as to pool resources for providing children and parents with appropriate assistance. The school attaches great importance to teachers' professional growth. It arranges training strategically in light of the school development, and helps teachers deepen and practise their knowledge and enhances the professional capability of the team through peer discussion, lesson observation, collaborative reflection, etc. The school builds a good relationship with community groups, which in turn helps teachers tap external resources flexibly to implement learning activities for children so as to boost the quality of learning and teaching. The management has clear authorities and responsibilities. It discharges the duties properly to plan and monitor the school's work together so that daily matters are operated smoothly. Teachers are willing to bear responsibilities while the teaching team is stable and holds a shared belief. The team members collaborate and support one another and endeavour to promote the sustainable development of the school.
- 1.2 The school has built the culture of school self-evaluation (SSE) and embedded the inter-connected self-evaluation process, viz. planning, implementation and evaluation in its daily work. It has followed up the recommendations of the previous Quality Review by continuously refining the electronic resource sharing platform for teachers to access and use the relevant information more conveniently. The management steers the team to study the performance indicators together to seek consensus, meanwhile reviewing the school's work effectiveness in different areas by means of the evidence-based approach. Last school year, the school regarded strengthening non-Chinese speaking (NCS) children's abilities in speaking and listening to Cantonese and enhancing children's thinking ability as the major concerns. This school year, it has set facilitating children's aesthetic development as the focus. The school is able to devise appropriate strategies for its major concerns, such as arranging related training for teachers and tapping external

resources. It can also formulate concrete success criteria in light of the objectives. All the plans are implemented effectively and the expected targets are achieved.

- 1.3 The school cares about learner diversity. It establishes a mechanism for identifying children's different needs, enabling them to receive suitable care and referral services at an early stage. The team shows solicitude for children, accepts their different learning needs, and often gives them encouragement and recognition, creating an inclusive learning atmosphere. The school values parent education and arranges appropriate parenting activities to help parents understand children's developmental characteristics and enhance their parenting skills. It also organises lesson observation and invites parents to be volunteers for them to know about their children's learning performance and the teaching approaches of the school. Parents support the school and are pleased to participate in school activities, they join hands with the school to nurture children's healthy growth collaboratively.

2. Learning and Teaching

- 2.1 The school devises the curriculum outline by making reference to the school mission and teaching packages. It designs an integrated curriculum based on themes. The school's curriculum fully covers different learning areas. Project learning is conducted regularly according to children's interests while visits are arranged to enrich children's learning experiences. The school prepares a daily schedule with alternate active and quiet activities, hence children not only have sufficient free choice time every day, but also whole-class, group and individual learning opportunities. The school arranges integrated music and physical activities for children on a daily basis. Yet, both the music and physical learning elements are not well incorporated in the activities, hence children's balanced development is undermined. The school must strengthen teachers' abilities in designing the said activities, so that children can have enough music and physical activities daily. The school places emphasis on children's moral development and infuses the elements of moral education into daily learning activities, which is conducive to nurturing children's values and positive attitude towards living. The school arranges activities for K3 to experience primary school life. However, some of the homework provided for children during the activities is a bit difficult, while music, physical and free choice activities cannot be provided to children every day during the period. The school must improve the arrangement to cater for K3 children's learning needs.

- 2.2 The school formulates the content on the assessment of child learning experiences in accordance with the thematic learning objectives and assesses children's performance by means of continuous observation. It develops learning portfolios to keep children's observation records, assessment information, etc., as evidence of their developmental progress. Teachers master the work of observing and assessing children and make comprehensive records. The school integrates all the information to conduct a summary on children's development. Teachers inform parents of their children's learning progress through meetings. Starting from this school year, the school has collated and analysed the assessment information upon completion of a theme so as to inform the curriculum and use the information as the basis for following up children's learning. Such arrangement helps foster the development of learning and teaching.
- 2.3 Last school year, the school took strengthening NCS children's abilities in speaking and listening to Cantonese as the major concern. It helped teachers identify NCS children's learning needs through introducing professional support, thereby formulating strategies to cater for NCS children. The school intentionally allocates NCS children in different classes to let them meet Chinese-speaking ones more often, so that they can have more opportunities to speak and listen to Cantonese through peer interaction. Teachers apply their knowledge and adjust speaking pace suitably in consideration of children's ability. They use simple sentences to communicate with NCS children. In addition, they adjust the homework, arrange group teaching and individual guidance for NCS children to understand and practise Cantonese according to their different entry points. As a result, NCS children can integrate into school life. As observed, teachers often encourage children. NCS children can mostly understand Cantonese. Some of them can even respond to teachers' questions in simple Cantonese and are willing to express themselves. Children get along in harmony and play together. The outcomes of the plan have been observed.
- 2.4 In the past two years, the school took enhancing children's thinking ability as the major concern. The management utilises external resources to provide training for teachers so as to strengthen their understanding of children's development in thinking. It leads teachers to take into account of children's interests and abilities when designing activities, and make use of teaching strategies for children to think, raise questions and express themselves more frequently. Teachers apply what they have learnt by using open-ended questions in their daily teaching so as to provide children with the opportunities to share and report. From observation, teachers respect

children's views and encourage them to express their thoughts. Children think earnestly and listen to peers' sharing patiently. Some children show their confidence and creativity when they express their ideas. The outcomes of the plan are fairly significant.

- 2.5 The school values children's aesthetic development and has taken this as the major concern this school year. Teachers arrange artwork appreciation for children to let them express their feelings and make association. They also create art corners with abundant materials to provide room for children to create freely and unleash their creativity. Children enjoy engaging in art activities. They select different materials such as twigs and paper rolls and make flexible use of different art tools to create two-dimensional or three-dimensional work. Their work is fascinating with diversified topics. The artworks are displayed all over the campus for children to learn from and appreciate one another. The plan is quite effective.
- 2.6 The management leads teachers to devise the curriculum for each grade level. It monitors curriculum implementation through classroom walkthroughs, scrutinising curriculum documents, attending meetings, etc., as well as provides suggestions and conducts teaching demonstration when necessary. Teachers of each grade level conduct collaborative lesson planning and discuss the set-up of the learning environment. They often conduct teaching reflections based on the learning objectives, children's performance, etc., and suggest appropriate measures for improvement. Upon completion of a theme, teachers of the same grade level discuss the appropriateness of the curriculum through meetings and take it as the basis for revising the teaching progress for the next school year, with a view to improving the curriculum design continuously.
- 2.7 Teachers decorate the campus meticulously and make good use of the classrooms and spacious corridors to design various interest corners based on themes, with the aim of arousing children's learning motivation. In the interest corners, there are diversified materials. Teachers design a wide range of cooperative play, for example, they set up the light rail station and corresponding station facilities in the imaginative play corner, and let children discuss if they would like to play the role of passengers or drivers during play. In the exploratory corner, different simple experiments or exploratory activities are in place. Children observe water flowing downwards attentively, or attempt to propel objects with water to discover natural phenomena. The school establishes the reading corner on the campus. Children read earnestly during free choice time. Some of them even point to the texts in the

books and try to read aloud, as well as express their feelings after reading by drawing or writing. Teachers observe children during activities and intervene in a timely manner to support children's learning. Most of the teachers even participate in children's activities and inspire their thinking with questions. Children observe the rules of play. They pack items after activities to keep the area clean, demonstrating good self-care abilities.

- 2.8 Teachers are amiable and always smile, creating a harmonious teacher-child relationship. They are well-prepared for their teaching and are good at using stories or real objects to arouse children's learning interests. Teachers often praise and encourage children. They revise the child care strategies aptly according to children's different learning needs, including individual guidance, reinforcing hints, adjusting homework amount, peer assistance, etc. Children help one another and learn together happily.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established the SSE culture and embedded the inter-connected self-evaluation process, viz. planning, implementation and evaluation in its daily work. Building on this stable foundation, the school may further make good use of the SSE results and focus on the findings to formulate its development plan accordingly, so as to foster the continuous self-advancement of the school.
- 3.2 The management must strengthen its professional leadership. When leading teachers to implement the integrated music and physical activities, it should first grasp how well teachers understand the activity design accurately so as to enhance the effectiveness of the activities. Besides, the school is required to improve the homework content and adjust the daily schedule of the activities for K3 children to experience primary school life, with a view to facilitating children's balanced development.