

School No.: 215872

Quality Review Report (Translated Version)

Epoch Anglo-Chinese Kindergarten

Flat A, B, 1/F & 2/F, Wai Fong Court, 955 - 957 King's Road, Hong Kong

21, 22 & 24 October 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: 21, 22 & 24 October 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 leadership team monitors and supports the implementation of various work plans of the school. It also arranges the school to co-organise teacher training and cross-school lesson observation with other kindergartens, so as to facilitate exchange among teachers. The management is pleased to consider teachers' views and provide guidance, meanwhile involving teachers in coordinating school matters to enhance their professional capability. The teaching team cooperates with and supports each other, making concerted effort to promote school development.
- 1.2 The school has sufficient channels to communicate with parents for providing suitable care to children and informing parents of their children's learning performance at school. The school upholds the belief of education for all. It accepts children's diversity and provides them with a joyful learning environment. A mechanism is also set up to identify children with special needs so as to offer referral services according to their needs, enabling them to receive professional support as soon as possible. The school is trusted and supported by parents, which is conducive to promoting home-school cooperation.
- 1.3 The school has established the school self-evaluation mechanism to formulate the annual work plans based on its developmental needs. The school adheres to its mission to set the direction of the school-based curriculum development. The major concern for these two years has been infusing the elements of Cantonese opera into the curriculum so as to arouse children's interest in learning Chinese culture. The school arranged training for teachers last school year. This year, it has incorporated the elements of Cantonese opera into different learning areas progressively. The development work of the curriculum is still at an initial stage and the effectiveness is yet to be seen. Taking into account of the considerable number of non-Chinese speaking (NCS) children, the school has strived to create an inclusive learning atmosphere in these two years, and has taken assisting NCS children in integrating into school life as another major concern. The school keeps arranging training for teachers and collects a wide range of curriculum information for teachers' reference

to adjust the learning activities. This year, the school recruits new teachers to help take care of NCS children. It also organises parent education and parent-child activities for parents to integrate children into the learning environment the soonest by means of home-school cooperation. The school is able to formulate the implementation strategies from different work areas and makes good use of the relevant resources to take forward the work plans.

2. Learning and Teaching

- 2.1 The school plans the learning themes for each grade level by making reference to the *Kindergarten Education Curriculum Guide* and other curriculum resources. It designs the integrated curriculum based on themes. The curriculum content covers all learning areas. Visits, festive activities, etc., are organised in accordance with the learning themes to enrich children's life experiences. The curriculum is comprehensive. The school allocates activities by arranging active and quiet activities alternately. Children have enough time for free choice play every day. However, they lack the opportunities to participate in music and physical activities. The school must improve the daily schedule and teaching arrangement, ensuring that children are provided with sufficient music and physical activities daily in order to facilitate their physical and psychological development.
- 2.2 The major concern of the school in these two years has been infusing the elements of Cantonese opera into the curriculum so as to arouse children's interest in learning Chinese culture. This has also been regarded as the direction of the school-based curriculum development. The school arranged children of all grade levels to learn basic movements of Cantonese opera and sing nursery rhymes in the style of Cantonese opera last school year. After collecting the views from parents and teachers as well as observing children's performance, the school incorporates relevant elements into different learning areas in each grade level this year, and then develops relevant teaching materials in a step-by-step manner. The work is still at an initial stage. As observed, teachers often remind children to stand up straight and stay focused, which helps children keep good postures and spirits. The school arranges Cantonese opera activities for each class once a week as integrated music and physical play activities. Children follow teachers' instructions to engage in the activities. Yet, they sometimes need quite a lot of time to learn the basic movements of Cantonese opera, leading to insufficient time for singing and gross motor activities. Moreover, some children do not show much interest in the activities. In addition,

the content of the activities is not connected with the learning themes so it fails to adhere to the principle of integrated curriculum design. The school ought to devise the curriculum based on children's interests, abilities and learning needs, and design the activities in the form of play, thereby offering children adequate opportunities to express themselves, create freely and enjoy the fun of the activities. It should also uphold the principle of integrated curriculum design, so as to provide children with real-life learning experience.

- 2.3 Another major concern of the school in these two school years has been creating an inclusive learning atmosphere to help NCS children integrate into school life. The school guides children to develop positive values and get along harmoniously through storytelling, discussion, etc. It also holds parent-child activities with festive celebrations in diversified cultures, leading children to learn to appreciate and respect different cultures. The school plans to coordinate more parent-child activities and offers children more opportunities to engage in mixed-age activities this school year, so as to create an inclusive atmosphere by means of appropriate strategies. Teachers are kind and listen to children patiently. They often praise and encourage children, meanwhile adjusting the amount of homework and reinforcing individual guidance in view of children's needs. They also design activities with different levels of complexity for children to select games on their own based on their abilities, so as to build their confidence in learning. Children are willing to take part in various activities and respond to teachers' questions. NCS children can express their thoughts in simple Cantonese or by body movements. Children help one another and get along well with peers. They learn to respect and accept others. The campus is filled with a caring and inclusive atmosphere, the effectiveness of the work plans have been observed gradually.
- 2.4 The school works out the content on the assessment of child learning experiences in accordance with the learning objectives. It assesses children's performance by continuous observation and records. Children's various assessment information is kept in the learning portfolios, while teachers' and parents' observations on children's performance at school and home are recorded in the student handbooks respectively. Teachers collate and provide children's activity records to parents every school term. They also meet with parents to inform them of their children's learning progress. The school consolidates various information to compile a summative assessment on children's learning performance every school year. Yet, it must also make use of children's learning assessment information to inform curriculum planning and work

plans related to teaching. The school should plan follow-up work and improvement measures according to the review results, with a view to promoting the development of learning and teaching.

- 2.5 The school has a curriculum coordination mechanism. The management steers teachers to conduct collaborative lesson planning and understands curriculum implementation through classroom walkthroughs, scrutinising teaching documents, etc. It also discusses strategies to take care of children effectively with teachers in order to establish the culture of sharing and exchange gradually. Teachers often conduct teaching reflections and review teaching effectiveness as well as raise improvement measures from children's performance. For example, teachers notice that children's hand strength in writing is too weak and suggest fostering the development of their fine motor skills. They also provide interactive play for children as they found that NCS children were not able to engage themselves in learning. All these reflect that teachers can focus on the identified problems and suggest appropriate teaching strategies based on children's performance. The school puts effort to incorporate the elements of Cantonese opera into the curriculum. Although training is arranged for teachers, teachers have not yet mastered the skills in curriculum design and activity facilitation. Currently, the school recruits part-time tutors who are untrained in early childhood education to lead the activities, while class teachers serve the assisting role only. Such arrangement cannot ensure that the activities meet children's interests and abilities. It is necessary for the management to evaluate the school's development foundation and design the curriculum as well as teaching strategies based on the child-centred approach, so as to provide suitable learning activities for children.
- 2.6 The school displays children's artworks including two-dimensional and three-dimensional ones in the classrooms along the corridors. The artworks are colourful while the themes are relevant to children's life experiences for children to learn from one another and look back on their learning. The school sets common play space in the indoor play area and activity rooms. Diversified interactive games are set up. Theme-related interest corners are also in place in each classroom, where suitable amount of quality picture books are placed and photos of children's family life are posted. Children enjoy playing constructive games or read quietly. They also select different materials to create artworks or engage in role-play together. NCS children and Chinese-speaking ones have ample opportunities to converse and interact with each other. During mixed-age activities, elder children learn to take

care of younger ones. They play together to enjoy the fun of the activities. Teachers walk through to observe and participate in children's activities, and also provide guidance and encouragement when necessary. After free choice activities, children pack the learning materials properly to keep the classroom clean, demonstrating good self-care abilities.

- 2.7 Teachers use pictures, real objects, etc., as teaching aids when leading thematic discussion. They design sensory activities that are related to the themes for children to construct knowledge through experience. During storytelling, teachers catch children's attention through facial expressions, gestures, etc., meanwhile using questions to stimulate children's thinking. However, teachers fail to provide children with sufficient opportunities to express their thoughts when conducting whole-class thematic discussion in some of the classes. In regard to leading music and physical activities, teachers arrange physical skills training according to children's abilities. They also prepare music activities including singing, playing percussion instruments and music appreciation. Nevertheless, children have to wait for a rather long period to take part in music and physical activities, leading to inadequate opportunities of participation. The school must review the venue arrangement and improve the activity arrangement, enabling children to have sufficient participation in different activities to facilitate their learning.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school strives to infuse the elements of Cantonese opera into the curriculum to arouse children's interest in learning Chinese culture. Yet, the school must adjust the pace of curriculum development in accordance with its development foundation and the challenges faced. In tandem, it should provide training to equip teachers with relevant knowledge and skills. In this way, teachers can design an integrated curriculum that caters for children's life experiences by taking into account of children's abilities, interests and developmental needs at different ages. Teachers can also make use of appropriate teaching strategies to let children learn through play, thereby enhancing the learning effectiveness.
- 3.2 The school values the environment set-up for providing children with diversified free choice games. It also creates an inclusive learning atmosphere to help NCS children integrate into school life. Yet, the management should strengthen its professional leadership to review the teaching and venue arrangement, so that children are provided with sufficient opportunities to participate in various activities. The

management should also make good use of children's performance as evidence to inform curriculum design and plan follow-up work and improvement measures, with a view to promoting the development of learning and teaching.