

**School No.: 325570**

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

**The Hong Kong Harbour Mission Church  
Yan Oi Kindergarten**

**G/F, 38 San Shi Street, Apleichau, Hong Kong**

**30 November & 1, 3 December 2021**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2022)**

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**Dates of Quality Review: 30 November & 1, 3 December 2021**

- 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 cares about the school's development. It understands the school operation and gives advice during meetings. Upon taking up the post in this school year, the principal has made improvement in the areas of curriculum planning, parent education and so forth to facilitate the development of relevant work. The school has followed up the recommendations of the previous Quality Review of strengthening the team's collaboration. It enhances communication between the management and teachers through meetings and gatherings. It also arranges teachers to serve as members in different working groups so as to increase the opportunities for them to cooperate with each other. The management assigns the experienced teachers to help the newly recruited teachers become familiar with the daily routines in teaching and adapt to the working environment. The management is willing to listen to and accept the opinions of the team. It encourages communication among team members to enhance the effectiveness of work.
- 1.2 The school has developed a school self-evaluation (SSE) mechanism. It collects views from stakeholders through interviews, questionnaires, etc., which is conducive to reviewing the implementation and effectiveness of work. To address the developmental needs of children, the school formulates its major concerns. It regarded facilitating children to learn through play as the focus of development in the last school year while promoting moral education in recent two school years. The school devises strategies in the aspects of teacher training, child activities, home-school cooperation and so forth. It also makes use of external support programmes to implement its work in a progressive manner. All these can help achieve the expected outcomes.
- 1.3 The school cares for children. It puts in place a mechanism to identify children's diverse needs at an early stage, provides referral services and takes follow-up actions subsequently. Teachers share the strategies of catering for children with special needs during staff meetings. They keep liaison with parents to provide suitable support for children. The school puts emphasis on strengthening home-school

communication and cooperation, which is regarded as another major concern in this school year. It organises diversified parent-child activities and seminars for parents every month to enhance their competence in parenting. The school also arranges parents to serve as volunteers at school and encourages them to take part in school activities actively, so as to enhance their understanding of the school's latest development. Various work plans of the major concerns are implemented smoothly as planned and the initial impact has been seen. The school and parents trust and collaborate with each other to nurture children's healthy growth together.

## **2. Learning and Teaching**

- 2.1 The school selects themes to design the school-based curriculum according to children's life experiences and interests. It attaches importance to the cultivation of children's positive values and attitudes, as well as the acquisition of knowledge and skills. The curriculum is comprehensive which covers all learning areas. The school arranges visits, festive and experiential activities for children to enrich their learning experiences. Regarding the daily schedule, the school arranges children to engage in free choice, music, physical and art activities every day to facilitate their balanced development. The school makes reference to the teaching packages and different learning materials in the market to devise its curriculum content. In this school year, the school has tried to revise the content in the learning area of language so as to adjust its appropriateness. Such practice is proper. The school still needs to review the arrangement of curriculum content. It should select suitable teaching materials flexibly and enhance the effectiveness of designing an integrated curriculum using themes, thereby facilitating children to learn effectively. Besides, the school is required to cancel the relatively difficult content of homework for K3 children and parent-child homework. Also, the school should arrange a balanced daily schedule during the period of kindergarten-primary transition activities in order to meet children's developmental needs.
- 2.2 The school formulates a clear policy on the assessment of child learning experiences in accordance with its curriculum aims. It assesses children's development in different aspects through continuous observation and record-keeping. The school develops learning portfolios for children to keep assessment information and children's work systematically which serve as evidence of children's growth. The school keeps reviewing the assessment policy. It revises the focuses of the activity observation record for children in this school year, which is conducive to reflecting

children's performance in different learning areas in a more comprehensive way. The school summarises children's development regularly and reports to their parents in a timely manner so as to follow up on children's learning and developmental needs together. The school may integrate and consolidate children's assessment information to inform teaching and improve the curriculum.

- 2.3 The management leads teachers to design the curriculum content and schedule. It understands the implementation of curriculum by means of classroom walkthroughs, scrutiny of teaching plans and so forth. Teachers of each grade level discuss the design of teaching activities and the setup of the interest corners. They have reflection after teaching to review whether the activities can attain the objectives, yet they seldom raise suggestions for improvement. Besides, only weekly learning objectives are listed in the teaching plans of music and physical activities which are not enough to show the teaching progress. Moreover, there is limited opportunity for teachers to review and share their views on the curriculum as a whole. The management must strengthen its curriculum leadership to lead teachers to exchange their views regarding the arrangements of curriculum and teaching, hence use the review results to inform curriculum planning. It should also help teachers put forward specific suggestions for improvement based on their teaching reflection, thereby facilitating continuous improvement in learning and teaching.
- 2.4 The school considered facilitating children to learn through play as its major concern in the last school year. It enhances teachers' skills in designing and conducting games through training activities and encourages them to apply what they have learnt subsequently. As observed, teachers reduce direct instruction and design different games in order to enhance children's learning interest and participation, facilitating children to learn through play. Children enjoy taking part in activities and the learning atmosphere is joyful. However, the learning objectives in some activities are rather excessive, making it more difficult for children to grasp the learning content. Teachers may flexibly adjust the teaching content and approaches in light of children's performance with a view to enhancing the effectiveness of learning and teaching.
- 2.5 The school has considered promoting moral education as another major concern in recent two years. The school sets moral themes and selects related stories for children to learn positive values and attitudes. It also designs various activities at school and simple parent-child tasks to encourage children to practise good behaviour in daily life so as to enhance the cultivation of children's moral character.

Meanwhile, the school arranges training to help teachers grasp relevant concepts and skills. It also organises seminars for parents to deepen their understanding of moral education. From observation, children are polite and obedient. They follow teachers' instructions. Children take the initiative to greet others. They get along well with peers and give encouragement to each other. Building on this foundation, the school may have more systematic planning by devising moral themes which dovetail with the content of the school-based curriculum to facilitate the implementation of the plan.

- 2.6 The school makes use of its spacious outdoor venue to increase activity space for children and enable them to experience the fun of planting as well. Various corner activities are available in classrooms for children to play freely. The activity design aligns with the themes in general. As observed, children are familiar with the rules of the activities and they like participating in play. In the role-play corners, children are enthusiastic to pretend to be customers, sale assistants of a stationery shop, barbers, etc. Their imagination is inspired when interacting with others. Children also cooperate with each other, displaying good social development and verbal expression ability. Besides, children like using different blocks to build trains, buildings, and so forth. They enjoy engaging in the activities. Teachers may make available the art and craft corner regularly to encourage children to use the rich materials therein to create their works, so as to unleash their creativity. Teachers set up the exploratory corner. Yet, they are advised to improve the activity design regarding the aim of exploration to facilitate children to observe, compare and solve problems, with a view to further nurturing children's exploratory spirit. Teachers observe children's performance and provide assistance. They could still play with children more often and make good use of questioning to inspire children to learn. Teachers are also suggested to provide opportunities for children to share their findings and feelings during activities, while helping them consolidate their experiences and extend their learning.
- 2.7 Teachers are kind and amiable. They have good rapport with children. They care for children and cater for their diverse needs by providing them with individual guidance and support during activities. Teachers use pictures, real objects, etc., to assist in teaching with a view to enhancing children's understanding of the learning content. Teachers design music activities for children to appreciate different melodies and rhythms. Children are willing to participate in and create movements to express their ideas. During physical activities, teachers allow children to choose

different games freely. Teachers are suggested to arrange activities in a systematic way according to the learning objectives devised to help children consolidate the physical skills they have acquired, with a view to developing their gross motor skills.

- 2.8 Children are curious and courageous to make attempts. They are willing to take up challenges. Children are interested in learning and attentive. They are glad to respond to teachers' questions and express their views. Children put on and take off their shoes, place their personal belongings on their own, demonstrating good self-care abilities. They are eager to serve others, help teachers clean the tables and tidy up tools.

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

- 3.1 The school is still required to follow up the recommendation of previous Quality Review proactively to strengthen the team's understanding of the SSE rationale. The management should lead teachers to review the effectiveness of work in different domains and plan the follow-up actions together. It should promote the school's continuous improvement through the process of planning, implementation and evaluation. The management may continue to promote professional exchange and collaboration among teachers, and encourage them to share what they have learnt in order to foster their professional growth.
- 3.2 The school is reviewing its school-based curriculum in a step-by-step manner. It still needs to enhance the effectiveness of designing an integrated curriculum using themes, cancel the relatively difficult content of homework for K3 children and parent-children homework, and provide balanced daily schedule in the kindergarten-primary transition activities. The management should lead teachers to make good use of the information of children's assessment and teaching reviews to inform curriculum planning, thereby enhancing the effectiveness of learning and teaching.