

School No.: 563897

Quality Review Report (Translated Version)

**Hong Kong & Kowloon Kaifong Women's
Association Ting Yuk Chee Kindergarten**

Podium Level 6, Perfect Mount Garden, Po Man Street, Shau Kei Wan

22, 23 & 25 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: 22, 23 & 25 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 supports the school's development. By means of meetings and school visits, it effectively monitors the overall operation of the school. The management is open-minded and friendly, and it assigns teachers with different tasks in light of their wishes and abilities. With appropriate delegation of authorities, the team members discharge their duties respectively and collaborate with each other. The school values teachers' professional development and encourages them to pursue further studies. It also arranges teachers to participate in training activities according to the developmental needs of the school, so as to enhance teachers' professional knowledge and capabilities. With the support from the management, teachers are eager to practise what they have learnt and try different teaching skills. The management is also able to provide timely guidance and support to teachers to enhance the effectiveness of training. The management has created a harmonious working atmosphere successfully. The team implements the school's development plan with concerted effort, with a view to propelling the school forward.
- 1.2 The school has developed a school self-evaluation (SSE) mechanism. The management leads teachers to review the major concerns and work effectiveness in different areas through teaching reflections, daily meetings and collecting views from stakeholders, and to achieve consensus in regard to the development direction of the upcoming year. Last school year, the school continued to develop its school-based curriculum and improve the arrangement of corner activities so as to enhance the effectiveness of learning and teaching. It regards enhancing children's understanding of Chinese culture and nurturing their positive values as well as attitudes as the major concerns in this school year. The work plans are still at the initial stage and the results are yet to be delivered.
- 1.3 The school strives to create an inclusive learning environment to accept children with diverse needs and capitalises on external professional support to assist them. The teaching team often shares teaching experiences and formulates strategies collaboratively to cater for children's diverse needs so that all children can integrate

into their school life joyfully. The school attaches importance to the communication with parents. It uses diversified channels such as interviews, student handbook, and parents' meetings to keep contact with them. The school has followed up the recommendations in the previous Quality Review (QR) to provide parents with more opportunities of participating activities at school, which includes systematically recruiting parent volunteers to assist in class activities, storytelling to children, snack making, etc. This is conducive to deepening parents' understanding of the school's curriculum and children's learning. The school also plans to arrange lesson observation for parents, so as to further enhance parents' understanding of children's learning. Parents are happy to take part in the activities. They support and trust the school.

2. Learning and Teaching

- 2.1 The school designs its curriculum by making reference to the *Kindergarten Education Curriculum Guide* and picture books. The curriculum is designed in an integrated approach with themes, covering all areas comprehensively by taking into account of the cultivation of children's attitudes and the acquisition of skills and knowledge. Teachers tie in with the rationale of child-centredness to devise the curriculum for each grade level according to children's abilities and interests. In addition, children are arranged for visits and experiential activities in view of teaching themes to enrich their learning experiences. The school provides children with adequate time for music and physical activities. Yet, the time for free choice activities for K2 and K3 classes is slightly inadequate on some of the days. The school should review and revise the daily schedule to ensure that children have adequate opportunities for free choice activities in order to facilitate their balanced development. The school arranges primary school visits, parents' meeting, primary one simulation activities and so forth for K3 children and their parents to understand the learning mode of primary school. Nevertheless, the school must review and rectify the arrangement of the simulation activities, such as deleting the difficult learning content and cancelling the dictation activities. Meanwhile, the school should also review the homework arrangement by deleting K3 classes' assignments which require children to do excessive amount of writing, so as to meet children's abilities and developmental needs.
- 2.2 The school coordinates the curriculum systematically. The management monitors the implementation of the curriculum and teachers' teaching skills by means of lesson

observation, attending meetings and scrutinising teachers' teaching reflection, and to give support and guidance. The management proactively creates an open culture of experience exchange for teachers to design the activities and to review their effectiveness together. Questionnaires are disseminated to collect teachers' views on the curriculum. The management considers teachers' suggestions and conducts trials actively. In the last school year, the school set developing the school-based curriculum as the major concern and emphasised on enhancing teachers' skills in designing and conducting activities, with a view to encouraging children to explore the topics of their interests during thematic discussion and hence providing more opportunities for children to take the lead. The school also improves the set-up of the interest corners so as to enhance the effectiveness of children's self-directed learning. When teachers review the activities, they are able to describe children's performance. Yet, the management still has to lead teachers to further review the effectiveness of activities by observing children's reaction in accordance with the teaching objectives. Suggestions for improvement should be raised to enhance the effectiveness of reflection and inform the curriculum design.

- 2.3 The classrooms in the school are designed in open-style. During free choice activities, children and peers from other grade levels play together while they can take care of and learning from each other. There are different kinds of interest corners set up in the classrooms placed with ample amount of learning materials. Children choose different types of play based on their own preference and play according to the agreed rules, showing that they can follow the rules of the interest corners well. From observation, children are engaged in the play. They like playing chess, building blocks, reading or pretending to have barbeque together. They demonstrate good social development and the learning atmosphere is relaxing and pleasant. Teachers observe and record children's activities. They also participate in the play in the light of understanding children's development and learning. Teachers may further demonstrate their role as inspirers by providing timely guidance for children to think and explore in order to extend their learning. Teachers should also provide children with opportunities to share their learning experiences and encourage them to share their findings and feelings in the activities, which can facilitate the learning among peers. At present, the school only arranges art activities for children in designated period every day. Children practise the art skills pre-set by teachers during that period of time. Their opportunities to create freely is undermined. In achieving the goal of nurturing children's imagination and

creativity, the school may provide more opportunities for children to take part in art creation freely. Through provision of appropriate materials and venues, children are encouraged to express their thoughts through art creation so as to enhance their aesthetic skills and sense of satisfaction.

- 2.4 Teachers care about children and often give them positive feedback. Teacher-child rapport is good. Teachers express clearly and are able to use suitable intonations and facial expressions to draw children's attention. Teachers accept children's diversity. They discuss strategies for supporting children from time to time, and help children by using individual guidance, peer support, etc. Teachers prepare their teaching conscientiously. They use real objects, photos, props, etc., as teaching aids to introduce the thematic activities. They also deliberately provide children with more hands-on opportunities to manipulate the materials and enhance their enjoyment in the activities, with a view to arousing their curiosity and learning motivation. Teachers pay attention to the topics of children's interests to design extended activities, with the hope of developing children's inquisitive attitude. Nevertheless, some activities fail to meet children's life experiences and abilities, which undermines their effectiveness. Teachers should adjust the design of the activities flexibly in light of children's abilities and reactions so as to enhance the overall teaching effectiveness. Teachers design physical activities with great efforts by arranging skills training and optional physical exercises systematically. In spite of this, it is observed that some children select relatively quiet activities such as art and gardening during physical activity sessions. As a result, their amount of exercise is slightly inadequate. Teachers should lead children to engage in gross motor training activities more frequently, so as to help them build up healthy physique.
- 2.5 Children have good self-care abilities. They put the tableware in an orderly manner after meal, and they are able to change shoes on their own when arriving and leaving school. Some children even take the initiative to help peers tidy up and help teachers clean up the desks. Children are actively engaged in the class activities with joy. They are happy to follow the instructions. They are polite and get along with peers happily. They often play and read together, showing good social development.
- 2.6 The school assesses children's development by continuous observation. The assessment is formulated according to the learning objectives of all learning areas, which can reflect children's learning and development. The school develops

learning portfolios for children to keep their artworks and different assessment records for parents to understand children's development concretely. The school encourages parents to share their children's performance at home, so that the school can understand children from another perspective. At the end of the school term, the school concludes children's progress in different areas and makes suggestions for improvement to parents, which is conducive to home-school cooperation for fostering children's growth. Yet, the school is still required to follow up the recommendations of the previous QR actively that it should make good use of the assessment information of each grade level to inform the overall curriculum planning and review the effectiveness of the major concerns for promoting the school's continuous progress.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has developed the SSE mechanism that the management leads the team to conduct SSE. However, the development plan drawn up is not clear and the school rarely uses children's performance to review its work effectiveness. The management must lead the team to strengthen the understanding of SSE, analyse the evaluation results as well as children's performance. The school has to devise the development direction based on its needs while setting appropriate strategies and success criteria in alignment with the objectives to review the effectiveness of the plan, thereby optimising the function of using SSE to promote school development.
- 3.2 The school is striving to develop its school-based curriculum. The management has to lead teachers continuously to review the overall learning and teaching, which includes enhancing teachers' teaching skills and reflective abilities as well as improving the activity arrangement to facilitate children's balanced development. The school must also adjust K3's homework design, and cancel the dictation arrangement and difficult learning content during the transition activities for the interface between kindergarten and primary school so as to meet children's abilities and learning needs. Besides, the school should follow up the recommendations of the previous QR by making good use of the information of child assessment to inform the curriculum and fulfil the purpose of assessment for children's learning.