

School No.: 157066

Quality Review Report (Translated Version)

Hong Kong Taoist Association Yuen Yuen Kindergarten

**Unit No. 33-40 & 41-54, G/F, Shek To House, Shek Wai Kok Estate,
Tsuen Wan, New Territories**

17, 18 & 21 May 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2021)

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Dates of Quality Review: 17, 18 & 21 May 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 understands the needs and is able to support the development of the school. It assists the school to organise workshops for parents to care about their parenting skills and emotional needs. It also organises joint-school trainings and overseas study tours for teachers to widen the team's horizons. The school values teachers' professional development. It organises workshops and seminars for teachers according to its annual work plans and contexts, arranges teachers to share with one another what they have learnt from training and sets up a resource bank to facilitate the sharing of teaching resources among teachers. These measures help teachers pass on experience and develop into a learning community, thereby enhancing teaching effectiveness in an ongoing manner.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The management leads teachers to formulate annual development plans by considering children's needs as well as evaluating the work effectiveness. In recent years, the school has regarded promoting the use of picture books, infusing drama elements into teaching and strengthening play elements in activities as major concerns. They are in line with the trends of kindergarten education, with a view to nurturing children's imagination, expressive abilities and active learning attitude. The school has followed up the recommendations of the previous Quality Review to devise clear objectives, concrete and feasible implementation strategies for its annual plan. The school is able to explore its future path forward based on the development foundation and implementation experience, with each annual work plan connected with one another, which is conducive to the gradual enhancement of the overall planning of teaching and services. The management creates an open culture to invite views from teachers so as to establish a common belief among the teaching team for pulling them together in implementing the major concerns, with a view to promoting the school's sustainable development.
- 1.3 The school upholds the mission of the sponsoring body when it plans caring and

support services for children, and creates a harmonious and caring school atmosphere. The school is able to cater for children's individual learning and developmental needs the soonest by making good use of the identification and referral mechanism as well as introducing external resources actively. Besides, the school designs diversified teaching and learning activities to build up non-Chinese speaking (NCS) children's confidence in learning. There are also parent-child social activities to help NCS children integrate into school life so as to facilitate their affective and social development. The school maintains close liaison with parents through different channels. Parents support and trust the school and are partners of the school for promoting school development.

2. Learning and Teaching

- 2.1 The school draws up appropriate development objectives for children of each grade level. It designs an integrated curriculum with learning themes based on children's daily life. The school also infuses cultural elements into different learning themes for children to learn to appreciate and respect diversified traditions and customs from around the world through first-hand experiences. The school designs project activities in light of children's interests to help them pursue new knowledge by making use of their prior experience. The school's curriculum objectives are clear which cover different learning areas. The teaching progress is appropriate in meeting children's physical and psychological developmental needs. Moreover, the school arranges daily activity schedule properly with adequate time for children's participation in different learning activities, providing them with comprehensive and balanced learning experience.
- 2.2 The school has put in place a well-established mechanism for curriculum coordination, monitoring and review. The management understands the curriculum implementation and supports teachers' teaching by means of classroom walkthroughs and in-class collaboration. Teachers review their teaching effectiveness through daily curriculum meetings. They also conduct a final meeting at the end of the school term to conclude the teaching experience throughout the year for refining the curriculum. Teachers are able to reflect on their teaching. They analyse children's strengths and difficulties in learning for making concrete teaching suggestions. They share good teaching practices through peer lesson observation. The focus of lesson observation is clear which enables teachers to study and enhance their teaching

skills in a focused manner to inform teaching practices in class. The school fully implements the inter-connected self-evaluation process, viz. planning, implementation and evaluation for facilitating curriculum development. The management demonstrates professional leadership to outline the curriculum development direction. Teachers work together to explore implementation strategies actively, striving to lay a solid learning foundation for children.

- 2.3 The school has been promoting picture book teaching in recent years. Teachers select books in accordance with the teaching objectives. They explore topics that meet children's interests and experiences from real-life story plots to enrich the learning content of relevant themes, with a view to encouraging children to share their daily life and facilitating their language development. The school continues to assess the effectiveness of work plans so as to plan follow-up actions. Teachers accumulate experience from picture book teaching, and they infuse drama elements into classroom learning activities to create lively scenarios. Teachers and children interact with each other, creating a pleasurable and fun learning atmosphere. Teachers are good at linking up music activities with story contexts, enabling children to feel the rhythms and emotions of the songs by stimulating their imagination through role-play activities. Children are enthusiastic and enjoy the learning process.
- 2.4 The school strengthens the play elements in activities in this school year to foster children's self-learning ability and attitude. Teachers arouse children's learning motivation through play. They are eager to set up a favourable environment conducive to children's proactive exploration. Teachers design corner activities in accordance with teaching themes, they also make optimal use of classroom space by setting up learning zones on the wall. The teaching materials and toys are abundant and the activities are fun-filled, which can encourage children's self-initiated learning. Children are happy to engage in free choice play. They may choose individual learning activities according to their interest or play with peers in a joyful atmosphere. During play activities, teachers talk to children to understand their thoughts or guide them to revisit their activity experience, helping them consolidate knowledge and extend their learning interest. The reading corner is quiet and comfortable. Teachers select books that tie in with the learning themes. Yet, they can share or recommend stories more often to attract children to read books proactively, thereby helping them cultivate reading interest and habit.
- 2.5 Teachers infuse the idea of play into physical activities and provide children with different physical materials to participate in a variety of play activities. The design

of physical play is complete, including the components of warm-up, skill training, play and relaxation. Children unleash their creativity to explore different ways to play using the physical items with peers and have great fun. However, some free choice physical play activities tend to be sedentary that children do not have sufficient amount of exercise. The focus of skill training is specific and the activity design meets children's needs of physical development. Teachers may continue to observe children in the activities, give them timely guidance and encourage them to take part in skill training in order to grasp the skills of basic movements and increase their amount of exercise, with a view to developing a strong physique.

- 2.6 Teachers prepare lessons conscientiously. The teaching objectives are clear, and the activity arrangement is smooth. Teachers are amiable and respect children's thoughts with patience. They often praise children and give them timely support and encouragement. Teachers cater for the learning needs of NCS children. They add QR codes to link up Chinese characters in the Chinese homework to help NCS parents guide their children to understand the strokes and Cantonese pronunciation of the characters, so as to develop children's confidence and ability of recognising, reading and writing Chinese. Children are full of curiosity that they like asking questions, and are also eager to express their opinions and share life experiences. Children get along well with peers. They not only accept and show tolerance to each other, but also extend a helping hand to peers, showing good social development. Children follow rules. They help teachers tidy up things earnestly after activities, demonstrating self-care abilities and sense of responsibility.
- 2.7 The school develops learning portfolios for children to keep record of their development progress systematically. Teachers set corresponding assessment items and criteria in the course of preparing teaching plans so that the assessment is closely tied to the curriculum schedule and focus, enabling teachers to reflect children's learning effectiveness objectively and continuously. With regard to the summative assessment, teachers describe children's performance in learning activities in a concrete manner, which helps keep track of and analyse the milestones of children's development in different learning areas, providing evidence of their development in different stages. Parents are given feasible follow-up suggestions that help them work with the school to facilitate children's learning. The school refers to children's assessment information to refine the development objectives of children and provide them with appropriate support, which can inform the school's curriculum development.

3. Recommendations for Enhancing Self-improvement of School

The school team works closely and builds rapport to propel the school forward with concerted effort. The school is able to implement the principles of SSE. It examines its school context and development opportunities to devise appropriate major concerns and implement its work step by step as planned. To refine the work plans and enhance teaching effectiveness continuously, the school is advised to observe children more closely and adjust the objectives of plans and teaching strategies flexibly in light of their learning performance. These include encouraging children to take part in skill training in physical activities to help them grasp basic movement skills and increase the amount of exercise, as well as providing children with more storytelling or book recommendation to foster their reading interest and habit.