

School No.: 325716

Quality Review Report (Translated Version)

**Hong Kong Taoist Association
Yuen Yuen Kindergarten (Tung Tau Estate)**

G/F, 9-14 Yan Tung House, Tung Tau Estate, Kowloon

29 November & 2, 4 December 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 29 November & 2, 4 December 2024

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 communication with the leadership team and frequently collaborates with the affiliated schools of the organisation to coordinate joint-school teaching training, implement parent education, etc., to gather resources and experiences for promoting the school development. The management plans professional development activities according to school-based needs and teachers' preference while arranging for teachers to share what they have learnt in meetings. Moreover, the school visits and exchanges ideas with peer schools from time to time to broaden teachers' horizons. In recent years, a number of teachers have joined the team. The school has detailed codes of practice and working guidelines, and assigns experienced teachers as mentors to guide and support new staff so that the new recruits can familiarise themselves with the work environment and understand their duties the soonest. The school holds regular school meetings for its staff to report matters and review the arrangement of each activity. Team members listen to and accept opinions in a positive and open manner, resulting in smooth daily operations.

1.2 The school has practised the cyclical process of planning, implementation and evaluation in routine work. The management leads all teachers to take part in self-evaluation, and reviews the curriculum implementation through grade-level meetings, questionnaires and teaching reflection. Over the past two school years, the school has regarded fostering children's moral development as the focus of the

work plan. The team has considered the needs of different stakeholders to devise suitable strategies in the aspects of curriculum planning, home-school cooperation, etc., nurturing children's positive values effectively. In the last school year, the school considered promoting children's learning through play as its major concern. It strived to improve the environment setup to motivate children to explore on their own. In this school year, the development objective of the school is promoting national education. It takes participating in external support programmes as the main strategy to sharpen teachers' skills in designing and conducting activities of Chinese culture so that children can deepen their understanding of the motherland by experiencing traditional Chinese art. The plan is still in the initial stage and the effectiveness is yet to be seen.

- 1.3 The school accepts children with diverse needs. It has established an identification and referral mechanism for children to receive proper support the soonest. Apart from utilising external resources to help non-Chinese speaking (NCS) children, the school also provides school notices in English and homework translation services to keep the NCS parents informed of the school news and their children's learning. Parent-child orientation activities and an adaptation week are arranged for the newly admitted children to help them gradually integrate into school life. Furthermore, the school holds primary school visits, kindergarten-primary transition seminars and other activities to let K3 children and their parents obtain a basic understanding of the learning mode of primary school, hence preparing them psychologically for promoting to primary one. The school communicates with parents through different channels. For instance, a parent-teacher association is formed to gather parents' views through daily liaison and meetings to synergise parents' efforts to coordinate school activities, fostering the communication and collaboration between home and school. The school plans parent education activities in accordance with the major

concerns to pool the efforts of parents in promoting the school development.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and different teaching packages to devise an integrated curriculum with themes that are in line with children's life experiences. The curriculum content covers all learning areas. The school also selects theme-related storybooks to design activities to enrich children's learning. To keep pace with the curriculum development trends, the school organises festival celebrations, outdoor visits and other activities such as holding Mid-Autumn Festival gala night, visiting Hong Kong Heritage Museum and enjoying shadow shows, offering opportunities for experiencing traditional custom and appreciating Chinese culture to children to develop their sense of national identity. The school arranges music, physical, art and free choice activities every day, but the time for children of half-day classes to engage in free choice activities is somewhat insufficient on certain days. The school must revise such situation to ensure that children have a balanced daily schedule. Besides, the school is also required to remove the rather difficult homework of K3 in Language and Early Childhood Mathematics so as to meet children's developmental needs.
- 2.2 The school has a mechanism for the assessment of child learning experiences and creates learning portfolios for children. Teachers observe and document children's development continuously. The content of thematic assessment ties in with the teaching objectives of the activities, reflecting children's learning in different areas. Teachers distribute the assessment information to parents regularly while inviting parents to share their children's performance at home, thus understanding the growth of children from multiple perspectives. The school summarises children's performance in a school term by making use of the end-of-term assessment form of

the organisation. In tandem, teachers consolidate their daily observation as reference for informing the curriculum, with a view to raising the quality of learning and teaching in an ongoing manner.

2.3 The management keeps track of the curriculum implementation through different means, including scrutinising teaching documents, examining teaching aids and conducting classroom walkthroughs. It also leads teachers to convene grade-level meetings to discuss the learning foci of the next theme and make suggestions for improvement as necessary, such as adjusting the teaching objectives and time allocation, to enhance the effectiveness of the activities. Teachers make daily reflection as well as thematic reviews in which the content is mainly about describing children's performance and the course of the activities. Some teachers are able to observe and point out the activities' areas of improvement but are yet to suggest amendments or follow-up recommendations. The management is advised to arrange relevant professional exchange and training for teachers to review and improve the activity efficacy so as to increase the effectiveness of the curriculum evaluation.

2.4 Building on the foundation of promoting moral education, the school continues employing stories to guide children to learn about the Nine Virtues of Taoism. In the last school year, the school incorporated elements of moral education into the themes of all grade levels and strengthened parent participation to foster children's moral development with concerted efforts. The school and the affiliated schools of the organisation discuss and devise the foci of cultivation for each virtue in monthly meetings. Attitudes, skills and knowledge are all taken into consideration in the foci to help teachers design relevant activities in alignment with moral development, guiding children to build positive values. Teachers encourage children to share their experience of getting along with the elders and their behaviour to express filial piety.

Experiential activities are arranged as well, including letting children make tea bags according to the preference of their family members, serving tea to the elders and visiting senior citizens of the community, thus practising filial piety and benevolence in daily life. The effectiveness of the plan is evident.

2.5 In the last school year, the school regarded promoting learning through play for children as its major concern. The team meticulously planned physical activities that had free choice elements and utilised a nearby venue to increase the space for children to exercise and play. As observed, teachers placed diversified and plentiful materials for children to choose from them based on their interests. Children designed a race track with paper bricks, balance beams, hula hoops and so forth together. They leaped, jumped and ran during play to develop their body and eye-hand coordination. Children often adjusted the position of the items and added other physical equipment, such as extending the race track with small plastic rings and traffic cones, to enhance the difficulty of the activities or change the playing rules so as to spice up the games. Teachers observe children's performance and encourage them to try conducting games with various materials while letting children share briefly about their games after the activities. Children unleash their creativity to design games that are both physical and fun. The plan has achieved accomplishments.

2.6 The school environment is clean and neat and children's works are displayed along corridors and in the lobby. Teachers create different interest corners that tie in with the themes and display teaching aids of different levels of complexity in Language and Early Childhood Mathematics on the walls to motivate children to select and manipulate according to their abilities. Children jointly set up the imaginative play corners. They actively use a variety of materials to make game props, such as assembling cardboard kittens and puppies and drawing barbecue foods. They role-

play with the abovementioned props as well, demonstrating their rich imagination. There are simple experiments in the exploratory corners for children to explore with their senses, including touching leaves and stones to feel their texture, testing absorbent and water-proof materials, and combining red, yellow and blue watercolour to observe the changes, to arouse children's curiosity about their surroundings. In the reading corners, children sit on the cushions to read or listen to audio stories attentively. K3 children design and write the guidelines of the reading corner to remind their peers to take good care of the books and keep quiet. Teachers take children's suggestions to add paper cups, paper boxes and other materials to the construction zone on the floor so that children can unleash their creativity to choose and design ways of play on their own.

2.7 Teachers cater to children's daily needs wholeheartedly to show their care and love. When teaching, they make use of different real objects and books to assist children in understanding the learning content. During music activities, teachers lead children to sing, perform rhythmic movements and play musical instruments to feel the music melodies and beat. To further enhance the effectiveness of the activities, teachers may arrange for children to share their thoughts and express their ideas more often so as to understand their life experiences and prior knowledge while adjusting the learning objectives and strategies based on it. Teachers are also recommended to sharpen their skills in reviewing play to facilitate children's construction of new knowledge and skills. Children love going to school. They take part in all types of activities proactively, listen to teachers' instructions attentively and observe the classroom routines. Children are willing to help others. They take the initiative to move chairs and remove the paints from uniforms for their peers, showing friendliness. NCS children are happy to learn and play with teachers and peers. They are able to communicate and express their own needs in simple Chinese.

After meals, children fold their handkerchiefs and cover the cups by themselves to tidy up the place, displaying good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school devises major concerns based on its context and the management leads the team to implement various strategies. The management and the team may jointly formulate success criteria in a more focused manner, which includes considering children's performance timely, according to the work objectives so as to help the team evaluate the effectiveness of the plans accurately and strengthen the efficacy of self-evaluation.
- 3.2 The school gradually promotes the curriculum development in response to the kindergarten education trends and children's learning needs. The management is required to further guide the teaching team to revise the daily schedule and the homework content of K3 to meet children's developmental needs as well as enhancing the overall teaching skills and reflective practice of teachers, thereby achieving the effect of informing curriculum design and strengthening learning and teaching.