

School No.: 325716

Quality Review Report (Translated Version)

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

No. 9-14, G/F, Yan Tung House, Tung Tau Estate, Kowloon

18, 19 & 21 March 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: 18, 19 & 21 March 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 school makes good use of external resources, and takes into account of the development plan and teachers' needs, to arrange various training for the team to strengthen their professional capacity. The management puts great efforts to build a culture of open communication. By means of regular peer lesson observation, meetings, etc., teachers exchange experience and share what they have learnt with each other. Experienced teachers provide induction for new recruits in order to help them adapt to the working environment as soon as possible. The management regards teachers as partners, it listens to their views and provides them with teaching guidance and support for their work. The team not only actively pursues further studies to keep up with the times, but also work collaboratively to enhance the quality of learning and teaching in an ongoing manner.
- 1.2 The school has followed up the recommendations of the previous Quality Review. It strives to improve the curriculum organisation and plan its work related to parents. The management leads all teachers to review and plan the school's work through the inter-connected self-evaluation process, viz. planning, implementation and evaluation to drive the school forward steadily. The school embeds the school self-evaluation (SSE) rationale in its routine work to enhance work effectiveness. Furthermore, it examines the school context by making reference to the views of stakeholders and analysing children's developmental needs so as to formulate the major concerns for the coming year. The school regarded strengthening children's moral development and enhancing the effectiveness of learning activities as its major concerns last school year. It adopted strategies such as teacher training, home-school cooperation and refining activity design to achieve the expected task objectives effectively. Building on the work experience and results of the previous year, the school puts emphasis on arousing children's learning interests in the development plan this school year. By means of improving teachers' efficacy in adopting the play-based teaching strategy and designing fun-filled corner activities, children are engaged in the play of their own choice so as to enhance the effectiveness

of learning through play. The school is able to formulate the major concerns based on the development needs. It also plans pragmatic and feasible strategies from different perspectives to effectively implement the development work.

- 1.3 The school respects children's uniqueness. It collaborates with external organisations to provide appropriate support for children and parents, meanwhile enhancing teachers' abilities in identifying children's individual needs and caring for non-Chinese speaking (NCS) children. The school works in partnership with parents to support the school's development. Through arranging diversified activities such as lesson observation, parent-child activities and parenting seminars, the school helps parents understand the needs of their children and the characteristics of its curriculum. The school has established the parent-teacher association, it assists in organising school activities and serves as a bridge of communication between parents and the school. The association is willing to raise suggestions for the school's development. The school communicates and cooperates with parents closely to promote the school's continuous advancement.

2. Learning and Teaching

- 2.1 The school's curriculum is designed in an integrated approach based on themes. The curriculum content connects all learning areas. The school arranges suitable visits for children to provide them with diversified learning experiences through firsthand experience so as to make learning more interesting and relevant to everyday life. The school put more emphasis on nurturing children's morals and regarded this as the major concern last school year. It devised focuses for moral education, with reference to the themes and learning content, to help children develop positive attitudes in daily life such as abiding by rules, being polite and engaging in learning. The school helps children develop positive values and active attitudes through picture books, community visits, drama, etc. The daily schedule is proper with active and quiet activities arranged alternately. Children are able to participate in music, physical and art activities every day. They also have sufficient time to engage in free-choice play activities. The school's curriculum is comprehensive and balanced. However, some assignments such as reading comprehension and unscrambling sentences do not meet children's learning needs. The school must revise the design of assignments to ensure the appropriateness of the curriculum.
- 2.2 The school draws up the assessment objectives for different themes in accordance with the curriculum outline and teaching schedule. Teachers observe children's

daily performance continuously and analyse their learning and work in activities to grasp their learning progress. Teachers make reference to the results of continuous assessment, analyse and evaluate children's learning by the end of the school term. The results and findings are recorded in the Child Development Assessment Report which reflects children's development progress in each stage. The school informs parents of the assessment information of each theme, children's work and the summative assessment information promptly. The information is comprehensive and it well reflects children's growth in various aspects. Teachers has formulated assessment criteria to enhance the objectivity of assessing children's performance. They also analyse children's assessment results and use it as the basis to cater for the individual learning needs of children and inform the curriculum.

2.3 The management demonstrates its professional leadership in leading teachers to conduct curriculum planning. It not only attends meetings, scrutinises teaching plans and reflections, etc., to support teachers to revise the curriculum and the design of teaching activities, but also monitors the curriculum implementation through classroom walkthrough and lesson observation while giving teaching guidance. Furthermore, the teacher representative of each grade level assists in following up the curriculum implementation and supporting teachers' teaching needs. The teaching team keeps the habit of conducting teaching reflection. Through individual teaching reflection and grade level discussion, the teaching team adopts the whole-school approach to evaluate the effectiveness of the curriculum and identifies areas for improvement. The findings are used as reference to adjust and plan the curriculum. The school's curriculum management mechanism is in smooth operation. By means of professional exchange and collaboration, the school team promotes continuous improvement of the curriculum.

2.4 Last school year, the management reviewed the effectiveness of thematic teaching and formulated the development plan so as to enhance the effectiveness of group learning. In group learning activities, teachers provided children with more opportunities for hands-on manipulation and participation in play which can facilitate interpersonal interaction, meanwhile enhancing teachers' capacity to cater for children's learning needs. The school continues to implement the work plan this year. It provides more fun-filled activities to encourage children to participate on their own initiative and enhance their learning effectiveness. From observation, teachers engage children in hands-on games which allow them to think about and solve problems. Children have fun in the activities. They are willing to cooperate

and discuss with peers. They express their ideas actively. Good interpersonal interaction is observed and the effectiveness of the work plan has been gradually seen.

2.5 The school decorates the campus with children's work. It also sets up a wide range of activities in the classroom corners in order to create a conducive learning environment for children. The school has solicited professional support this school year to enhance teachers' skills in designing play for children. Teachers apply what they have learnt to make the corner activities more interesting. Children can choose to play alone or in pairs, and even in groups to enjoy interaction among peers. As observed, teachers provide sufficient and diversified materials in the activity corners. They also collect unwanted materials for children to manipulate and create anew. The design of the activities in the corner is fun-filled and integrated with learning content of different areas. There are also games of different levels of complexity. Children actively participate in the activities that they employ creative thinking while making arts and crafts, or use their imagination to pretend a passenger on a bus or a customer dining in a Chinese restaurant. While reading nursery rhymes, some children make rhythms with musical instruments, thus enhancing the fun of reading. They have more fun when they respond to the beat and mime the movements. Chinese speaking children and NCS children play together harmoniously with acceptance of each other. When teachers walk through during activities, they talk with children or guide them the ways of playing. Children adapt to the routines of playing in activity corners and are able to observe the rules. They make records at the end of the activities. Teachers review children's participation in the activity corners to evaluate the effectiveness of the corner activities. Yet, teachers may conclude and consolidate the experience from the activities with children so as to further enhance the effectiveness of self-directed learning.

2.6 Teachers have good communication skills. They give clear teaching instructions and are well prepared for lessons. They use real objects, teaching aids, etc., to stimulate children's learning interests. In addition, they listen and respond to children's sharing patiently. The lessons are conducted with good interaction and under a positive learning atmosphere. Teachers care about children and provide them with appropriate care. In meeting children's individual needs, teachers flexibly adopt strategies such as peer scaffolding and adjusting assignments to support children's learning. The school arranges an integrated music and physical activity once a week. However, the use of the music equipment and the utilisation of play area is not very effective. As a result, children can neither enjoy the fun of

music activities nor have sufficient amount of physical exercises. The management should lead teachers to revise the arrangement of the integrated music and physical activity, with a view to enhancing the effectiveness of the activity.

- 2.7 Children enjoy going to school and they actively take part in various activities. They listen to and follow teachers' instructions attentively during activities. They are able to take the initiative to clean up toys and personal belongings, demonstrating good routines and self-care habits. Children are happy to express their ideas and eager to respond to teachers' questions. They are polite and friendly. They greet teachers and peers of their own accord. They also like playing with peers, showing good social development.

3. Recommendations for Enhancing Self-improvement of School

The school team strives for continuous improvement. The management is able to demonstrate the role of professional leadership and steer the team to enhance work effectiveness through the cyclical process of SSE. The school has built a foundation for continuous development, the teaching team is yet required to refine the design of assignments and the arrangement of the integrated music and physical activity, so as to enhance the effectiveness of learning and teaching, and further facilitate children's learning effectiveness.