

School No.: 325953

Quality Review Report (Translated Version)

Hong Kong Y.W.C.A Athena Kindergarten

Unit 1-8, G/F, Han Ching House, Yee Ching Court Shamshuipo, Kowloon

7, 8 & 10 April 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 7, 8 & 10 April 2025

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 pays attention to the trends in curriculum development of kindergarten education and keeps abreast with the school operation through regular meetings to support and promote the development of school. The school and the affiliated schools of the organisation maintain close communication. They collaborate to plan the curriculum and address administrative affairs and so forth, creating synergy effect. The management excels at people management and assigns tasks to teachers properly based on their expertise and experiences. In tandem, the management is willing to listen to and accept opinions from teachers and staff, and renders timely support, fostering good communication atmosphere. The school attaches importance to the professional development of teachers. It maps out appropriate training programmes including introducing external professional support and conducting peer lesson observation to enhance teachers' professional competence. To facilitate newly recruited teachers' adaptation to the work environment the soonest, the school arranges experienced teachers as mentors to guide new staff by giving them guidance and advice. With the leadership and support of the management, members of the teaching team unite together to drive the continuous development of the school.
- 1.2 The school puts in place a school self-evaluation (SSE) mechanism. The team reviews the effectiveness of the school development plans using teaching evaluation, data of children assessments and opinions of stakeholders. It also devises major concerns and stipulates development directions based on the school context and

needs of children. In recent two years, the school has regarded enhancing children's exploratory spirit as its major concern. It strived to improve the environment setup in last school year by designing a wide range of activities and offering suitable materials to cultivate children's curiosity and active learning attitude. This school year, the school has implemented appropriate strategies from the perspective of teacher professional development while bringing in external support to strengthen teachers' skills in conducting exploratory activities. The school also arranges off-campus experiential activities for exposing children to different things, thus enriching their learning experiences. The management reviews the implementation effectiveness of the plans regularly and then adjusts the strategy in light of the developmental needs of children. Thus, the work plans are implemented in an orderly manner.

- 1.3 The school caters for children's diversity. It has established an effective mechanism to identify children with special needs and works closely with professionals to enable children to undertake assessments and receive suitable support services the soonest. The school fosters an inclusive learning environment and encourages non-Chinese speaking (NCS) children to talk to other children in Cantonese. It translates school notices for NCS parents and holds parents' meetings to help them get hold of the school information and curriculum. To assist newly admitted children in integrating into school life, the school arranges orientation talks and an adaptation week. Besides, K3 children take part in thematic activities related to primary school life, graduates' sharing, primary school visits and so forth to get familiar with primary school life and psychologically prepared. The school values home-school communication. It keeps close contact with parents through various channels and organises lesson observations, parents' days and workshops relating its development foci, allowing parents to keep abreast with the learning of their child and the

development direction of the school. The parent-teacher association collects parents' opinions and pools their efforts to assist the school in planning and promoting parent-child activities. Parents and the school join hands to take care of children, fostering their healthy growth.

2. Learning and Teaching

- 2.1 With reference to the curriculum information and teaching package of the organisation, the school designs an integrated curriculum using real-life themes, in which the content covers all learning areas while accommodating the cultivation of positive values, acquisition of skills and knowledge of children. Through the parent-child paired reading scheme, the school encourages children and parents to read stories together every day with an aim to nurturing their reading interests and habits. Meanwhile, children draw pictures and make small books, and then display them on bookshelves for peers to choose from. The content of the books is related to daily life and filled with fun. From the themes, children are enabled to learn about virtues such as caring, gratitude and respecting others, which is conducive to developing their good character and attitude. Children have sufficient opportunities to engage in music, physical, art and free choice activities every day in a balanced daily schedule. The team incorporates the elements of Chinese culture into learning themes to launch national education. By holding activities for traditional festival and custom, conducting the national flag raising ceremony weekly and on important days, the team helps develop a national identity in children.
- 2.2 The school devises assessment items according to the developmental objectives of children and reviews their learning performance through continuous observation. It also keeps thematic assessment forms, observation records and children's artworks in the learning portfolio properly, as evidence of children's growth. Teachers

collate child learning experience and refer to parent's records of the performance of their children at home in order to get hold of the learning pace of children holistically. Teachers report to parents the learning performance and developmental progress of children on a regular basis, and provide specific suggestions on fostering child development to parents. Teachers utilise the assessment information as a basis for adjusting the curriculum.

2.3 The school has a sound curriculum coordination and management mechanism. Teachers discuss thematic learning content, design of interest corners and teaching aids in collaborative lesson planning. They prepare lesson plans, which are then submitted to the management for scrutiny. The management gets hold of the curriculum implementation through lesson observation and gives timely advice to teachers. The school organises peer lesson observations for teachers to learn and share teaching experiences with one another, thus enhancing their teaching skills. Teachers possess reflective ability. They observe children's performance to evaluate the teaching effectiveness, and provide suggestions for improvement from different aspects such as learning objectives and activity arrangement. At the end of a school term, the management and teachers consolidate teaching reflections and recommendations to inform curriculum planning.

2.4 The school has regarded enhancing children's exploratory spirit as its major concern in these two years. Last school year, the school improved the setting of the corner activities in classrooms with the environment evaluation tools. For example, nature corners were set up for feeding animals and placing potted plants. Children could observe the characteristics of fish, turtles and plants, and record their growth. There were simple experiments in exploratory corners, including making static electricity by rubbing plastic rulers as well as light and shadow game about adjusting the distance between a light source and an object. All these were beneficial for

enhancing children's learning interest. This school year, teachers practise what they have learned. They guide children through questioning to share thoughts and discoveries, motivating children to make guesses and verification. Teachers design thematic learning activities. For instance, with reference to the storyline of taking a boat ride, teachers build a boat using floating containers. They ask children to test and record the maximum number of marbles the boat can hold before it sinks. As observed, children were curious. They were willing to try and engaged in the activities to clearly show the experiment results. However, some teachers were somehow dominant in the activities. The management could encourage teachers to learn from each other and provide more exploratory opportunities for children. The school brings children to theme parks to observe animals and to visit the Hong Kong Science Museum as well. When returning to school, the children share the activities, their discovery and feelings with peers.

2.5 Teachers make good use of the space to exhibit children's work for children to appreciate and learn from one another. A variety of corner games is available to tie in with the thematic learning content. Children connect learning with their life experiences through role play. For example, they play the roles of a passenger and captain to experience daily procedures and rules of riding a vehicle. Children also unleash their creativity by using the materials in artwork corner to make shrimps, octopus and seaweed for decorating the classroom environment. Apart from observing children's performance, teachers also play games and tell stories with them to provide support to children at an opportune time.

2.6 Teachers are kind and care about children. Teachers embrace the different needs of children, including providing support on learning Chinese for the NCS children, and helping those with special needs to follow classroom routines with visual cues. Children are encouraged to learn through observation and touch of real objects.

Teachers' explanation is facilitated with photos to assist children in understanding the learning content. In music activities, children express the lyrics with body movements while tapping the beat with musical instruments. Children love the music activities and get pleasure from them. With respect to physical activities, teachers design circuit games for children to practise stepping over obstacles, balancing and other movements. Children can also play slides, tricycles and with a skipping rope, which are favourable for developing gross motor skills and body coordination. Children participate in the activities actively and have an adequate amount of exercise to prompt them to build a strong physique.

2.7 Children are healthy and energetic. They show courtesy to teachers and take the initiative to greet others. Children listen to teachers attentively, respond to questions proactively and are pleased to share their life experiences. They get along well with peers, cooperate and share toys with each other, showing good affective and social development. Children take turns having duty to water plants and look after animals in the classrooms, possessing a sense of responsibility. They show good self-care abilities as they are able to tidy up things after activities and put teaching aids and materials back to the proper place.

3. Recommendations for Enhancing Self-improvement of School

The management and the teaching team master the SSE approach to stipulate development plans based on children's development and school-based needs. They deploy implementation strategies from various aspects to foster the continuous development of the school. In recent years, the school has been refining the environment set-up and enhancing teachers' skills in designing theme and corner exploration activities. The management could encourage teachers to be less dominant in activities and further enhance their effectiveness of learning and teaching through peer learning.