

School No.: 325163

Quality Review Report (Translated Version)

Hop Yat Church Chan Pak Wang Memorial Kindergarten

**G/F-2/F & Landing Floor between 3-4/F, 48 Cloud View Road,
North Point, Hong Kong**

21, 22 & 26 July 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 21, 22 & 26 July 2022

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 is concerned with the school development. They monitor and support the school on tasks like administration, personnel, learning and teaching in a timely manner. The management attaches importance to team fostering, arranging trainings in regard to school-based development and teachers' individual needs. Diversified strategies such as teacher development days, peer sharing and exchanges with other schools are deployed to enhance teachers' professionalism. The school has a mentorship system for guiding new teachers to adapt to the teaching environment. It also arranges trainings for middle management staff so as to pass on leadership and management skills. All these effectively enhance the professional competence of the team. The school has a clear administrative structure with functional groups to follow up on various areas of work. The management is open-minded and values teachers' opinions. The team members collaborate harmoniously and communicate candidly to promote the school's sustainable development together.
- 1.2 The school recognises the importance of self-evaluation and has a well-established school self-evaluation (SSE) mechanism. It applies the inter-connected self-evaluation processes, viz. planning, implementation and evaluation to daily teaching or work. The school is eager to achieve advancement. It systematically reviews the school's situation and formulates its long-term and short-term development objectives in line with its mission. It plans and reviews through collective discussion. The school is able to design appropriate and multi-faceted strategies and success criteria for the major concerns, taking into account the needs of different stakeholders. Based on the SSE results, the school sets the direction for development and effectively implements the inter-connected self-evaluation processes to achieve continuous improvement.
- 1.3 The school accepts and cares for the diverse needs of children. It makes good use of external resources to provide support in different aspects, such as arranging case referrals, providing individual assistance in the classrooms, communicating with

parents and external organisations regularly, etc., so as to follow up on the development of children appropriately. The school values home-school cooperation and uses different channels to keep in touch with parents and provides timely assistance. In addition, the school organises different kinds of activities for parents such as classroom observations and carnivals. It also makes good use of the parent-teacher association network to run parent-child workshops and arrange parent volunteers to tell stories at school. These activities not only help deepen parents' understanding of the school and their children, promote parenting education and parent-child relationship, but also effectively strengthen the home-school connection and cooperation.

2. Learning and Teaching

2.1 The school makes reference to the teaching packages to design its curriculum in accordance with the *Kindergarten Education Curriculum Guide* and in line with the school's mission. It emphasises the linkage and progression of the learning content between the grade levels for consolidating children's learning experiences in a gradual way. The curriculum content is comprehensive which covers all learning areas and the nurturing of the values and attitudes, skills and knowledge of children. Teachers develop school-based teaching materials and introduce picture books and community resources to enrich the curriculum. The school encourages children to learn through play and gives them space to explore freely. In addition to providing interest corner activities during the free choice periods, the school also arranges at least half an hour of play time every day for children to design their own games and learn through exploration by using different materials. The school attaches importance to the cultivation of moral character and constructs its moral education in line with the school's mission. However, in recent years, the school has scheduled a day per week for thematic activities on moral education. Such arrangement fails to provide sufficient time for physical, art and free choice activities for children on that day. Moreover, some of the learning activities are designed in didactic way which lack interaction between teachers and children, affecting the effectiveness of learning and teaching. Regarding the homework, the school has followed up on the recommendation of previous Quality Review by replacing the assignments provided by teaching packages with those designed by teachers. The amount of assigned homework is appropriate but some of those for the K3 children are too difficult. In summary, the school should ensure that children are provided

with a balanced daily schedule. It should review and remove those inappropriate homework. Besides, there are mock dictations during the primary one adaptation activities. The school must stop such arrangement to avoid exerting unnecessary pressure on children and parents.

- 2.2 The school's mechanism for curriculum administration is sound and reliable. The management deploys teachers to groups of different learning areas which devise the learning contents accordingly. The management monitors the implementation of curriculum through taking part in meetings, scrutinising documents, observing or walking through lessons. Before the start of each school year, the management and teacher representatives of different grade levels hold curriculum meeting to consolidate the curriculum outlines of three grade levels, ensuring the coherence of content. Teachers of different grade levels then design the teaching schedules for school terms and prepare the lesson plans of each teaching unit. Regular collaborative lesson planning meetings are held by the management and teachers of different grade levels to optimise the lesson plans. Teachers conduct daily reflections on the teaching activities and have discussions in the grade-level meetings after finishing each module. Teachers' reflections are comprehensive with specific suggestions which help enhance the effectiveness of learning and teaching. At the end of the school year, the management leads teachers in curriculum review meeting to discuss and modify the curriculum content to meet the developmental needs of children.
- 2.3 Environmental protection has been one of the key focuses of the school's curriculum for many years. The school has adjusted the related learning content in recent years to the objective of educating children to understand and explore nature. Considering the school context and children's needs, teachers have administered external resources flexibly. They create school-based teaching materials for the use of picture books. In addition, they make good use of community resources by arranging outdoor learning activities which provide real-life environments for children to experience. The effectiveness has been observed and the school has integrated the relevant learning elements into the curriculum as a regular practice starting from this school year.
- 2.4 With the data obtained from the child assessment, the school realises that under the suspension of face-to-face lessons, children's language learning and development of expression ability are affected. The school therefore regards it as the major concern. Teachers create a language environment by placing rich variety of books in the

classroom reading corners, designing reading extension activities and setting up diversified language corner activities in the school corridors, such as using picture cards for children to create stories. The activities are designed with levels and challenging which can attract children to participate by means of games and award schemes. As observed, children were engaged in games and willing to share what they saw and thought. In general, they were able to express their ideas clearly in complete sentences. Recognising the need to support children's learning at home in order to help enhance their language abilities, the school emphasises home-school cooperation and encourages children to read at home through various activities. The data from relevant stakeholders, collected and analysed by teachers, reveal that children have been devoted in activities while the parents concurred with the idea and willing to collaborate. This reflects the effectiveness of the school's work is significant.

- 2.5 In response to the views and needs of teachers, another major concern of this school year is to enhance teachers' skills in leading music activities. Training for teachers is arranged and teachers put into practice what they have learnt in their daily teaching. From the lesson observations, the music activities were rich in musical and rhythmic elements. Teachers designed diverse and interesting activities like vocal practice, breathing and playing musical instruments. The activities were arranged in an orderly manner, creating a relaxed and delightful ambience to attract children to learn devotedly. Teachers systematically guided the children to master the skills and music knowledge. The effectiveness is evident.
- 2.6 The school has clear guidelines for child assessment and adopts a continuous assessment approach. In line with the curriculum, it sets up assessment items covering all learning areas. Every year, teachers review and revise the assessment items and criteria according to children's performance and curriculum development, so as to ensure the assessment is sound and proper. The teachers keep parents informed of their children's learning of teaching units using the student handbooks. They also write lesson observation descriptions and child assessment reports for children. The school systematically develops children's learning portfolios. Teachers maintain close contact with parents so that they are well informed of their children's learning performance and development. The school makes good use of the assessment data to examine the developmental needs of children, inform the curriculum design and formulate the school's development direction.
- 2.7 The campus is spacious and the school makes good use of its space to facilitate

children's learning. Children's artwork is displayed in classrooms and corridors, enabling them to learn from each other through observation. The reading corners of some classrooms are established outside in the corridors. Teachers decorate meticulously and use the walls to display picture books for attracting children to read. The indoor venue for gross motor activity is equipped with climbing frame, slide and various exercise accessories. Teachers make good use of the area and facilities to design different physical activities to nurture children's gross motor development. The school also uses the same venue as play area and places plenty of game and art materials for children to participate freely during play time. The outdoor areas of the campus is reconstructed to planting field and art creation area which provide more space for children to engage in explorative activities of different learning areas.

- 2.8 The teaching team is open-minded and willing to experiment with different approaches to enhance the effectiveness of learning and teaching. They are friendly and have a good rapport with the children, who love to get close and share their daily lives with the teachers. Teachers are articulate and good at using different voices, gestures and teaching aids to engage the children. They often reinforce children's proper behaviour through encouragement and commendation. During physical activities, they provide clear guidance and demonstration to promote children's physical development. Teachers are advised to grasp the opportunities to inspire children through more observation on and engagement in children's play. They should perform the role of inspirers by using different levels of questioning to prompt children to think, encouraging children to make good use of different materials for designing games and guiding them to explore on their own.
- 2.9 Children love to go to school and take part in different activities devotedly. They are respectful and polite. They queue up to wait for their turn in entering different activity venues and joining activities. Children get along well with each other. They know how to work together and share, and even advise and collaborate with the others, thus learning together delightfully. Children are confident, passionate and kind to other people. They are willing to communicate and good at expressing themselves. They often respond to teachers' questions proactively, and exchange and share their views with each other. They are observant and imaginative. They use great varieties of materials to create artwork in individual style. Children pay attention to personal hygiene and have an awareness of epidemic prevention. Children of different grade levels are able to clean up quickly after the free choice activities and play time to keep the campus clean and tidy. All these reveal their

good hygiene habits and self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school must provide a balanced daily learning schedule for children which means arranging sufficient time for music, physical, art and free choice activities daily so as to promote the balanced development of children. Besides, the design of homework and learning activities should meet the developmental needs of children. The school is required to review and remove the homework of K3 children which are too difficult and stop the mock dictations during the primary one adaptation activities. The school has a well-developed self-evaluation mechanism and is able to apply the inter-connected self-evaluation processes on daily administration. The school is advised to keep adopting the child-centredness principle and consider its future development objectives from multiple perspectives for continuous self-improvement.