

School No.: 132870

Quality Review Report (Translated Version)

Heep Yunn School Private Kindergarten

1 Farm Road Kowloon

14, 15 & 17 November 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 14, 15 & 17 November 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 This is a school with a long and rich history. It was founded over 80 years ago. The school has been developing a virtuous school ethos, and is committed to nurturing the whole-person development of children. Though the principal took office just over two years ago, she has a firm grasp of the school context. The school holds regular executive meetings to maintain close communication between senior teachers, the curriculum coordinating teacher and the principal. This enhances the leadership effectiveness of the management, and facilitates the development of the school. In order to build a harmonious team culture, the school often organises social activities to promote understanding and trust between teachers, hence fostering the team spirit.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to encourage peer lesson observation so as to increase the experience sharing of teachers. The school has a self-evaluation mechanism in place, and it sets major concerns by collecting opinions through various stakeholder questionnaires. In this school year, besides regarding building children's positive values as its major concern, the school also carries on with the work plan of the last school year to promote Chinese culture and children's physical development. The school formulates corresponding strategies of different aspects such as the professional development of teachers, the setting of learning environment and parent education for the smooth implementation of the plan.
- 1.3 Teachers observe children's behaviour and performance daily to identify children with special needs as soon as possible. Through established procedures, children are provided with appropriate follow-up and referral services. As the newcomers of this school year are affected by the COVID-19 pandemic and have been staying home for long periods, the school has extended the adaptation period to help them adjust to normal routine and new environment. The effectiveness of such measure is evident as children gradually adapt to school. Regarding the kindergarten-

primary interface, the school conducts seminars and arranges children to visit the adjoining primary school. It also takes into account children's sadness of leaving and has the theme of a learning unit called "We are graduating" for children to share their feelings about graduation as well as expressing their gratitude to alma mater.

- 1.4 The school values home-school cooperation and maintains adequate communication with parents. It organises seminars for parents on topics like positive education and how to get along with their children. Parents support and trust the school. They actively volunteer for school activities, including designing games for birthday parties, serving as "Story dad" or "Story mum" and assisting in display board design for school anniversary. To support the school's major concern of promoting Chinese culture, parents even go to school to play Chinese musical instruments and share with the children the essence of Chinese culture. Thus, they are valuable human resources for the school.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and develops themes that are related to children's everyday experience and interests, to design a spiral curriculum that connects the content of all grade levels and covers different learning areas. It not only nurtures children's values and attitudes, but also constructs their knowledge and skills. The school organises various learning activities on a regular basis to broaden children's learning experience. It alternately arranges active and quiet activities for children every day while music, physical and art activities are carried out daily. On Fridays, there are religious activities and self-confidence fostering activities like "Little Orators", but there are no free choice activities. The school must improve the schedule of Friday to let children learn through play as usual. In recent years, the school has removed a number of excessively difficult K3 assignments, yet, there are still some pieces of Chinese homework that are quite hard. The school is required to make amendments expeditiously such that children's developmental needs and abilities are met.
- 2.2 The school has a policy on the assessment of child learning experiences. Besides continuous observation, it also creates learning portfolios for children to maintain their thematic learning assessment reports, learning activity records, etc. Teachers share the content of the portfolios with parents timely to keep parents informed of their children's learning. The school summarises children's stages of development

at the end of each term. Nevertheless, the assessment items are quite general, and the actual development of children of each grade level during that school term has not been shown specifically. The school may devise assessment items that are aligned with the developmental characteristics of children at different grade levels to fully reflect their development and growth.

- 2.3 The school has established a curriculum management mechanism. The management monitors the implementation of the curriculum through attending curriculum meetings, scrutinising lesson plans and conducting classroom walkthroughs. Before the start of a theme, teachers discuss teaching outlines and compile teaching plans according to the learning objectives. They regularly reflect on the teaching situation based on the performance of children, and aptly adapt the teaching strategies. Nonetheless, in some of the reflection reports, teachers mostly describe the performance of children and fail to make concrete suggestions for improvement. The management is advised to lead teachers to reflect on the effectiveness of activities from different angles, like teaching strategies and the design of the learning environment to refine the efficacy of learning and teaching.
- 2.4 The school keeps pace with the trends in education and has regarded promoting Chinese culture as its major concern in these two years. It has been carrying out the work from different aspects. It integrates the relevant learning contents into the thematic modules to help children understand that Hong Kong is part of the country and that they are Chinese. On designated days, a national flag raising ceremony will be held to enable children to comprehend the meaning of National Day and Hong Kong Special Administrative Region Establishment Day. The school also conducts Chinese Culture Week to facilitate children's understanding of Chinese art, celebrity stories and folk snacks, thereby deepening their knowledge of Chinese culture. In this school year, the school introduces varied learning activities such as shadow play appreciation and off-campus visits to allow children to immerse themselves in the profound Chinese culture.
- 2.5 During the period of face-to-face class suspension, children took part in physical activities sporadically. The school solicited external resources last school year, and in a home-school cooperation approach, to encourage parents arranging appropriate physical activities at home for their children, like skipping rope and bouncing ball. The plan was very popular among parents as it could foster children's physical development. In this school year, the school organises Games Day and Physical Challenge Day to encourage children to exercise more. It also reinforces the

element of play in the physical activities such as teaching children to stand on tiptoes by imitating fruit-picking, boosting the fun of doing exercise. From observation, children's gross and fine motor skills are developing well. They have mastered the skills of bouncing a ball, hula hooping, etc., showing good body coordination skills. Nevertheless, the school is advised to review the design of constructive activities such as building blocks and laying paper bricks on the floor to ensure that children have an adequate amount of exercise.

- 2.6 The school attaches importance to nurturing children's moral development. It encourages teachers and parents to positively guide and teach children through affirmation and appreciation. The school considers establishing children's positive values as its major concern this year. It systematically cultivates children's good moral character, like joy, longsuffering and temperance based on the developmental needs of children. Besides displaying posters of good moral character and bible verses in the campus, the school also inspires children to put what they have learnt into practice in everyday life through Bible stories.
- 2.7 The school has a scenic environment and the campus is neat and bright, providing children with a pleasant learning space. Teachers thoughtfully set up learning corners and arrange different activities for children to choose from during free choice activity session. As observed, children choose based on their own preferences. Some of them concentrate on reading in the reading corner while some others flip through newspaper clippings with peers. Some children play games on the wall by matching pictures and solid figures. Also, there are children roleplaying in the imaginative play corner who share and interact with one another. Children engage in the activities and are having fun. Teachers observe the performance of children during the activities and give children individual assistance when necessary. In addition, the school makes good use of the space outside classrooms to set up a cultivation area, a constructive play area, multi-sensory learning wall and so forth. Children can therefore explore the growth of plants or understand the importance of health through play in an environment that is more spacious. However, teachers may ease the play restrictions of the free choice activities and encourage children to actively explore the surroundings.
- 2.8 Teachers are gentle and cultivated, and they comport themselves decently. They are the perfect role models for children. Teachers care for the children and teach them patiently and systematically. They provide clear explanations and demonstrations, and are good at using various teaching aids to motivate children to learn. Teachers

coordinate well with each other to enable activities running smoothly. Thematic teaching mostly consists of teachers lecturing and demonstrating, while teachers could inspire children to participate and express more. Teachers play the piano to lead music activities. The beautiful piano sound entices children to sing devotedly. Children love listening to music and moving rhythmically to the melody. They enjoy the fun of music activities.

- 2.9 Children are courteous and respectful. They like playing together, get along well with one another and take part in learning activities enthusiastically. Children respect teachers and follow their teachings. They have good self-discipline. They are articulate and their verbal expression skills are effective. During group discussion, children are willing to share their ideas as well as accepting the views of others, showing good communication and collaboration skills. They also have good self-care abilities as they tidy up toys and learning materials after the activities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school must refine its self-evaluation mechanism. In the process of formulating the work plan, the management is recommended to invite all the teachers to discuss the major concerns so as to build consensus among themselves. The school is also required to set clear and focused goals for the major concerns and to conduct focused reviews on the goals, hence practising the cyclical process of planning, implementation and evaluation.
- 3.2 It is necessary for the management to lead the team in revising the schedule to provide children with daily free choice activities. It must also remove the inappropriate Chinese homework of K3. Furthermore, assessment items should be devised in alignment with the developmental characteristics of children in different grade levels to fully reflect children's growth and development. With regard to teaching, teachers have to encourage children to participate, express and explore more in order to fully apply the educational rationale of child-centeredness.