

School No.:325791

Quality Review Report (Translated Version)

Hong Ying Anglo-Chinese Kindergarten

G/F, Hong Ying Court, Tak Tin Estate, Lam Tin, Kowloon

11, 12 & 14 March 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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: 11, 12 & 14 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 has followed up the recommendations of the previous Quality Review. The management leads the team to examine the school context and enhance the Team's school self-evaluation (SSE) skills. The team is found effective in applying the interconnected self-evaluation process, viz. planning, implementation and evaluation on different work, so as to promote the school's continuous progress. The teaching team understands the needs of children. It sets facilitating children's language and social development as well as strengthening their exploratory and problem-solving abilities as the objectives of the development plan. The school makes proper deployment for the development plan by considering the perspectives of different stakeholders. In recent years, the school has been making new teaching attempts through continuous review. For example, it incorporates the strategy of picture book teaching in its daily learning activities. Besides, the school increases the frequency of conducting project learning activities for children and organises playful learning days. The above arrangement enables children to have abundant opportunities to explore with peers, express their views and share their experience. Children can acquire knowledge and skills from real and fascinating contexts while developing positive attitudes. In formulating the development plan, the school arranges the necessary training for teachers. Through meetings and daily sharing, it actively helps teachers practise what they have learnt and ties in with appropriate parent education so that the development plan achieves the expected results.
- 1.2 The management has served the school for years and accumulated rich experience in administration and curriculum leadership. It adheres to the school mission of child-centredness and joins hands with teachers to provide education services for children. The school actively nurtures the middle management. It enables the group leader of each grade level to demonstrate the role of curriculum leadership effectively by allowing them to lead other teachers in planning and reviewing the activities, and in turn these group leaders can accumulate relevant curriculum management and

administration experiences. The management is willing to consider the views of teachers. Members of the team get along with one another in harmony and have developed a collaborative culture. By means of different communication channels, they share and exchange their views and experiences which is conducive to strengthening the professional capacity of the team.

- 1.3 The school has set up a mechanism to help teachers identify children with special needs for timely referral and follow-up actions. It allows parents to understand their children's learning and development progress through appropriate communication channels. The school also organises parent education seminars and encourages parents to be school volunteers, with a view to deepening their understanding of their children's developmental needs at kindergarten stage through participation. The school works with parents together to help children in attaining healthy development.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages, selects and designs an integrated and theme-based curriculum which is relevant to children's life experiences and interests. The curriculum fully covers different learning areas. In recent years, the school has tied in with the themes and chosen suitable picture books to design diversified learning activities. The school places great emphasis on cultivating the spirit of active learning in children. Diversified learning activities are planned, in which children can construct knowledge through first-hand experience, such as by manipulation and exploration, so that children's active learning attitude is developed. The school arranges whole-class, group and individual learning activities every day for children. Children have sufficient music, physical and art activity time. Children of half-day classes have ample time to engage in free choice activities. That said, the school has to ensure that children in whole-day classes should also have enough self-directed learning opportunities. With regard to homework, the school has gradually reduced the amount of copying in recent years. Such improvement measure heads in the right direction. Yet, some line drawing exercises for K1 classes are carried out in haste while some homework for K3 classes in the second school term is slightly too difficult, which do not meet children's abilities. The school must follow up and make improvement accordingly.

- 2.2 The school's curriculum coordination, monitoring and review mechanism is well

developed. The management discusses and devises the teaching progress of the curriculum outline so as to maintain the coherence of the curriculum among all grade levels. Teachers draw up teaching plans before the commencement of each theme and the leader of each grade level discusses the content and arrangement of teaching activities with teachers. Meanwhile, the management scrutinises the teaching plans and attends curriculum meetings to give teachers feedback regarding the teaching objectives and appropriateness of the activities. The management also grasps the curriculum implementation through lesson observations and classroom walkthroughs, and gives comments and support to teachers in a timely manner. Teachers conduct teaching reflection earnestly. They take children's performance as evidence to review the effectiveness of the teaching activities. Some teachers even make concrete suggestions regarding the problems faced during the activities. The suggestions are served as reference for adjusting the activities. The management monitors the curriculum implementation effectively. Teachers also take timely follow-up actions based on the reflection and review results, so as to inform the curriculum design and enhance the effectiveness of learning and teaching continuously.

2.3 The school regards cultivating children's exploratory and problem-solving abilities as the major concern this school year. Through enhancing the set-up of the interest corners in classrooms, the school designs corner activities with exploratory elements so as to provide children with more opportunities to construct knowledge. In tandem, the school sets up a play area in the school lobby and places therein different materials such as carton boxes, paper rolls and small balls for children to manipulate and experiment by themselves, thereby enhancing their exploratory and problem-solving abilities. As observed in the sinking and floating experiment, children use their prior knowledge and take the initiative to find different materials in the classroom to make a small boat, trying to figure out the principles behind. Children also use different materials to construct a big bridge and a bowling alley. When facing difficulties, children conduct repeated experiments and collaborate with peers to solve the problems together. Teachers make good use of questioning and intervene promptly to guide children to think and analyse, whereby enhancing children's problem-solving abilities. The effectiveness of the development plan has been observed.

2.4 This school year, another major concern of the school is to facilitate children's communication skills and social development. Teachers deploy appropriate

strategies in different teaching activities, such as using open-ended questions and pairing up children in the activities to increase the opportunities for children to express and share their thoughts. During corner activities, teachers deliberately incorporate interactive elements in order to facilitate children's interpersonal skills of getting along with others, negotiating and resolving disputes. Teachers listen to children's sharing carefully and prompt further in light of their responses to inspire their thinking and expression. As observed, children often interact with peers and express their thoughts confidently. They get along with peers in harmony and act politely, learning together in a pleasant atmosphere.

- 2.5 The school plans the learning environment meticulously. In line with the learning themes, the school sets up diversified learning corners to enrich children's learning experience. The school makes good use of the corridors to display children's artworks and photos taken during learning activities to encourage children to appreciate, review their own work and learning. It not only adds children's work in the corner set-up, but also effectively incorporates children's work into corner games. For example, children design the chess pieces or chessboard for the chess activity. This is conducive to enhancing children's interest and motivation in participating in art creation. As observed, children are keen to take part in art activities. They use their prior knowledge and acquired skills to create two-dimensional and three-dimensional work, showing rich ideas and unique creativity.
- 2.6 Teachers are friendly and they care for children. They often encourage children so that children are confident of completing different tasks. Teachers have good teaching with the use of real objects, pictures, teaching aids, etc., to facilitate their teaching. They know children's interests and abilities well and design play-based learning activities. Teachers are good storytellers. They use flexibly a variety of facial expressions, voices, body movements and so forth, to catch children's attention during storytelling. Teachers attend to learner diversity. They use diversified approaches such as adjusting the degree of difficulty of questions flexibly in light of children's abilities, arranging group activities and designing teaching aids with different levels of complexity to meet children's learning needs and abilities, thereby enhancing their learning effectiveness. Children are enthusiastic and outgoing. They treat people with courtesy and greet others. They are keen learners and devoted to participating in different learning activities. They also express their thoughts and ideas to peers by writing or drawing. Besides, children are self-disciplined and obedient. They comply with classroom routines and raise their

hands to answer teachers' questions. After activities, children take the initiative to clean up and make the classrooms neat and orderly, showing good self-care abilities.

- 2.7 The school formulates a clear policy on the assessment of child learning experiences. To dovetail with children's development, it sets up specific assessment items and criteria to assess children's learning performance in different areas by using continuous observation. The school develops learning portfolios for children to systematically store children's work, assessment information, etc. In the meantime, it invites parents to assess children's performance at home so as to understand their overall learning and development progress in a holistic manner. The school reports children's learning performance regularly to their parents and provides feedback as appropriate. In this way, parents can get a clear picture of their children's development progress and take follow-up actions appropriately. The school uses the assessment information effectively and analyses all children's performance in different learning areas at the end of the school term, so as to inform the curriculum design and facilitate children's learning and development in a continuous manner.

3. Recommendations for Enhancing Self-improvement of School

The management leads teachers to keep pace with the times and use SSE effectively to promote the school's continuous advancement. The school provides children with fascinating and diversified learning experience. Yet, it has to ensure that children of whole-day classes have sufficient free choice activity opportunities in order to facilitate their self-directed learning. Furthermore, the school should review some of the homework design and arrangement, and then follow up and take improvement measures to enhance the appropriateness of the curriculum in an ongoing manner.