

School No.: 325791

Quality Review Report (Translated Version)

Hong Ying Anglo-Chinese Kindergarten

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

22, 23 & 25 October 2024

**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: 22, 23 & 25 October 2024

☒ **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 keeps track of the school's situation through regular meetings and renders advice and guidance on different tasks. The school organises training activities based on its development direction and teachers' needs. Teachers are encouraged to pursue further studies and are provided with opportunities to share and practise what they have learnt in a bid to enhance the professional capacity of the teaching team. The management has served the school for years and is familiar with the school culture. It assigns duties appropriately in light of the experience and abilities of teachers while monitoring and supporting the team through close communication to ensure the smooth daily operation of the school. The management also empowers experienced teachers to take part in administration and curriculum management, thus grooming talents to jointly promote the continuous development of the school alongside the leadership.

1.2 The school has a well-established school self-evaluation (SSE) mechanism. The management arranges SSE training for teachers then guides them to review the progress of the development plans regularly by integrating views from different parties and the assessment results of children. The school devises its major concerns in accord with children's needs. In the last school year, it strengthened the elements of learning through play in the curriculum, while in this school year it has facilitated children's physical development and enhanced their skills in expressing and regulating emotions. Members of the teaching team formulate explicit task

objectives together and deploy appropriate strategies from perspectives like teacher training, activity design, parent participation and so forth to implement the related work in a step-by-step manner. Meanwhile, the school emphasises on promoting Chinese culture that it leverages the existing foundation to map out plans dovetailing with its pace of development, fostering children's understanding of traditional culture and positive values, as well as cultivating their sense of national identity.

- 1.3 The team accepts and cares for children of different backgrounds. It arranges referral services at opportune times for children with special needs to undergo assessments as soon as possible. Teachers apply the acquired knowledge from training to help children develop routines and learn about emotional expression and management, etc., thereby supporting children's growth. The school organises parent seminars to provide information on primary school admission. It also contacts several primary schools in the vicinity to hold parent-child visits and experiential activities, so as to facilitate K3 and K2 children's and their parents' understanding of the actual situation of primary school, hence preparing children psychologically well for future admission. Teachers maintain close liaison with parents through various channels including interviews, phone calls and parents' days, keeping parents informed of their child's learning and the recent development foci of the school. The school plans different educational activities in alignment with the major concerns and parents' needs to deepen parents' knowledge of child development and parenting skills. Parents trust the school that they are willing to serve as volunteers and participate in school activities. In tandem, parents recognise the school's mission and join hands with the school to nurture children's growth.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and teaching

packages, the school designs a school-based curriculum that covers all learning areas, with content revolving around children's life experiences. The school organises project activities and visits regularly to guide children to explore the surroundings that they are interested in to enrich their learning experiences. Project learning sharing sessions are held to offer opportunities for children to introduce games and artworks that they designed, which is conducive to boosting children's confidence in expressing themselves. Regarding the daily schedule, the school has followed up on the recommendations of the previous Quality Review to ensure children of whole-day classes have sufficient time for free choice activities. The school has led children to read picture books, conduct simple experiments and so forth in the afternoon sessions as well to increase their interest in learning. However, the school is required to remove K1's homework about writing numbers along dotted lines. It must also cancel the rather difficult teaching content for K3 children and the arrangement of simulated subject-based classes for primary school in the second school term, hence meeting children's developmental needs.

- 2.2 The school formulates the policy and content of the assessment of child learning experiences based on the curriculum objectives. Teachers set specific assessment criteria collaboratively to observe and record children's performance continuously. Teachers invite children to show their learning interests and to review activity items that can be completed by themselves. Teachers also ask parents about how children put their acquired knowledge into practice in daily life so as to understand their learning comprehensively. Teachers distribute assessment results periodically and discuss with parents ways to support children. Assessment results are adopted to inform curriculum planning. That said, it is necessary to conduct summative assessments to help parents grasp the developmental progress of their children.

- 2.3 The school has a well-defined curriculum management mechanism. The

management guides teachers to stipulate the teaching outline of this school year by making reference to the curriculum review of the last school year. Teachers discuss activities design during collaborative lesson planning and purposefully explore contents related to the major concerns to be included in a bid to strengthen the effectiveness of the work plans. Teachers conduct reflections in which some of them can propose specific suggestions for improvement based on the objectives or the teaching strategies of activities. The management carries out classroom walkthroughs, scrutinises lesson plans and so forth to monitor the implementation of curriculum, and renders advice to teachers when necessary. The management also regularly assists teachers in taking corresponding follow-up actions and adaptation according to the performance of children, informing learning and teaching. Meanwhile, the school organises focused peer lesson observation to provide more opportunities for teachers to share their teaching experience with one another, which is conducive to facilitating the professional advancement of the team.

- 2.4 The school attaches importance to promoting Chinese culture. Relevant elements are incorporated into the curriculum. For instance, on the theme of family and food, the school introduces the value of filial piety and different types of Chinese tableware respectively to deepen children's knowledge of Chinese culture. The school occasionally takes children to museums, helping them understand the function of Chinese herbal medicine and the achievements of the China Manned Space Program. Moreover, it holds special activities where children can learn about the great inventions of ancient China like the origins of papermaking and printing. Besides, children experience traditional folk games by making dough figurines and kites. Children are pleased to take part in festive activities such as lantern fairs and spring receptions, and savour folk snacks, enjoying the jubilant ambiance. Parents are invited to join some of the activities as well, including parent-child reading sessions

of traditional stories in which they learn about the symbolic meaning of peach blossom, dragon and other patterns. Thus, parents and school jointly pass on the magnificent culture of the Motherland.

2.5 The school regards enhancing children's skills in expressing and regulating emotions as its major concern in this school year. Teachers regularly let children learn methods to alleviate moods like sadness and stress through teaching activities to cultivate their positive attitudes toward life. Children are encouraged to express their emotions through proper ways at home. The school arranges for children to play in the special activity room every week. They focus on observing the coloured water droplets that fall slowly, squeeze stress balls or draw sand paintings, learning to relax. Children also chat with teachers or peers in a small tent from time to time, listening to the feelings and thoughts of each other. As observed, children were capable of identifying emotional status such as happiness and scare from others' appearance and facial expressions. In tandem, children shared their mood of the day and the reasons behind it with others, and encouraged one another in the emotion corners of classrooms. When children encounter difficulties or have different emotions, teachers show respect and acceptance to them, and patiently accompany them to face and solve problems appropriately. The major concerns are recognised by parents and the work plans are carried out in a step-by-step manner. The effectiveness is expected to be seen.

2.6 The school premises are bright and clean. The classrooms are filled with children's artworks or the items that they collected, creating a warm and friendly environment. Carrying on the work of strengthening the elements of learning through play in the curriculum from last school year, toys relevant to the learning content are placed in the interest corners. For example, children practise sequencing by stacking small cups according to the colour order of cards. Alternatively, they grasp counting skills

by performing simple learning tasks in turn. Furthermore, teachers design manipulative interest corners on the walls, with some games suitable for a larger number of participants which facilitates the social development of children. During free choice activity sessions, children take the initiative to play in different interest corners, tidy up things neatly and make records of their activity participation afterwards. They have established a routine of playing games in an orderly manner. However, the school should enhance the connection between family corners and the themes such that children can extend thematic learning through role-play.

- 2.7 Teachers often use encouragement and commendation to guide children to practise good behaviour, and act as children's role models, so as to teach them to appreciate one another, leading to a good teacher-child relationship. Teachers value children's participation and experience to design diversified activities. Examples include letting children make guesses about what their peers act out or explore items that can be blown away by wind to boost the learning motivation of children. Teachers give ample opportunities for children to learn to take care of themselves. Children can put on and take off their shoes and tidy up tableware on their own. They also take initiative to wash their hands after using the toilet. All these show that children have good self-care abilities. Teachers lead children to sing and play musical instruments in music activities while making arts and crafts with light clay, coloured pencils and other materials in art activities. Children are willing to take part in the activities to accumulate experiences of creativity. To keep pace with the major concerns, teachers apply what they have learnt from training and utilise scenarios to create an atmosphere for physical activities. Children are active in exercises like throwing, running and jumping. Yet, teachers are required to adjust the teaching strategies in light of their performance, such as teaching children the proper movement or posture at opportune times to step up efforts in building children's gross

motor skills. Teachers may also inspire children to share play and life experiences more often in daily teaching while elaborating children's discussion based on their responses, thereby increasing the overall effectiveness of learning and teaching.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school strives to provide children with a joyful learning experience and continuously refines its work through SSE. The management is recommended to lead teachers to keep brief records of the review content in curriculum meetings for passing on experience and serving as a reference for future planning, thus driving the school to move forward steadily.
- 3.2 It is necessary for the school to remove the teaching content in the second school term that is rather difficult for K3 and the homework for K1 regarding writing numbers along dotted lines. The school is required to conduct summative assessments as well to assist parents in keeping abreast of children's developmental progress. Teachers are advised to improve the setting of the family corners and adjust some teaching strategies according to the performance of children, hence increasing the overall effectiveness of learning and teaching.