

**School No.: 519812**

# **Quality Review Report (Translated Version)**

## **Jing Jing Anglo-Chinese Kindergarten (Hung Shui Kiu Branch)**

**Shops 4, 5, 6, 10, 11 & 12, G/F, Lai Hung Garden,  
1 Tan Kwai Tsuen Road, Hung Shui Kiu, Yuen Long, New Territories**

**15, 16 & 18 May 2023**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 15, 16 & 18 May 2023**

☒ **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 conducts regular meetings for the leadership team to keep abreast of the daily operations and needs of the school. It devises the curriculum jointly with the affiliated kindergartens of the organisation, facilitating the sharing of resources among schools. Teachers can also share their teaching experiences through joint-school meetings and exchange activities, therefore learning from one another's good practices. To provide teachers with opportunities to take part in the school's administration, the school allocates duties to teachers in managing teaching resources and coordinating different kinds of activities by participating in various working groups. The school also arranges training for the teaching team in response to the school's development and teachers' needs so as to enhance their professional competence, which helps promote the school development plan. Teachers are willing to communicate and collaborate with their peers while practising what they have gained from training, with an aim of fostering children's healthy growth.
- 1.2 The school strives for advancement in curriculum implementation and improves the teaching quality through school self-evaluation (SSE). It has followed up on the recommendations of the previous Quality Review to refine the daily schedule by giving ample free choice activity time to children. The school has established a SSE mechanism, and it adopts the rationale of SSE to review and enhance the daily teaching. In recent years, the school has regarded cultivating moral development and self-exploratory abilities of children as the major concerns. This school year, the school puts emphasis on strengthening the inquiry-based learning of children and supporting the learning needs of non-Chinese speaking (NCS) children. The development plan is in a direction which meets the school's circumstances and the school launches the work plans at multiple levels in achieving the goals. The school arranges training for teachers to enhance their teaching strategies and equip them with confidence in designing and leading the relevant learning activities. It refines the content and arrangement of teaching activities with the focus on enhancing

children's learning interests and exploratory skills. It further assists children's learning with the support of parent education. Generally speaking, the school maps out its development plan according to children's needs and deploys appropriate strategies. The effectiveness of the plan is shown gradually.

- 1.3 Teachers take good care of children and cater for their diverse needs meticulously. Teachers carefully observe and keep a proper record of the adaptation for the newly admitted children to identify their starting point of learning. In tandem, teachers liaise with parents in a timely manner to work together in supporting children to integrate into school life the soonest. To help K3 children face the challenges of promoting to primary one, the school gets them prepared in aspects of emotional management, social skills and living habits through the thematic learning and primary school visits. To tie in with the major concern of this school year, the school steps up its effort to support NCS children, which includes introducing the enriched learning and parent-child activities to facilitate NCS children and their parents to learn Chinese and understand the local culture and habits. The school forms parent groups and pools NCS parents together, enabling parents to support children's learning and social development through mutual sharing. This initiative also helps boost parents' sense of belonging to the school. Besides, the school makes good use of resources to organise activities and workshops related to parent education, with an aim of fostering parent-child relationship and enhancing the competence in parenting.

## **2. Learning and Teaching**

- 2.1 By making reference to the curriculum materials of the organisation, the school devises an integrated curriculum by choosing learning themes that suit children's life experiences and incorporating appropriate project learning activities. The curriculum covers various learning areas and accommodates the acquisition of attitudes, skills and knowledge in children. Teachers guide children to carry out projects on topics that are of children's interest every school term, in an effort to raise children's interest in learning and enhance their exploratory skills. Chinese culture is one of the project topics of all grade levels. Children deepen their understanding of traditional culture and arts by experiencing festival rituals, getting to know the toys of different eras, engaging in art creation, etc. Children are given sufficient time every day to take part in music, physical, art and free choice activities to foster

their balanced development. However, some pieces of homework for K3 are rather difficult, the school must review and remove the inappropriate content in order to cater for children's abilities and developmental needs.

- 2.2 Based on the learning objectives of the curriculum outline, the school devises assessment items along with clear and specific assessment criteria. It assesses children's performance in various learning areas by means of continuous observation and record-keeping. Teachers create learning portfolios for children to maintain thematic assessments, artwork and so forth. Teachers also invite parents to give feedback regarding children's performance at home, which serves as evidence of children's growth from multiple perspectives. Teachers keep parents informed of their children's learning progress on a regular basis, proposing follow-up suggestions to parents. Teachers grasp the learning progress of individual children from the assessment information while providing appropriate support to them.
- 2.3 The school has established a mechanism of curriculum management. The management conducts classroom walkthroughs, participates in meetings, scrutinises curriculum documents, among others, to monitor the implementation of curriculum and aptly provide guidance. Before the commencement of a theme, teachers hold curriculum meetings of same grade level among the affiliated schools, during which the major teaching objectives and activity arrangement are determined. Teachers then design the activities in detail and make adaptations to the content according to the school-based needs. They review the activity arrangements periodically in response to children's performance as well as carefully keeping track of children's participation in corner activities. In accordance with the school development focus, the management may further lead the team to utilise information of children's performance properly and think about ways to enhance the effectiveness of learning and teaching from multiple perspectives such as corner set-up and teaching strategies.
- 2.4 The school sets its major concern of this school year as promoting inquiry-based learning for children. It organises Integrated Activity Day every Friday to keenly nurture children's inquisitive spirit through activities devised with themes from daily life issues which are exploratory and interesting. These activities, like simple experiments, creative arts and snack making, can stimulate children's curiosity and enhance their life skills and exploratory abilities. Children also have the opportunities to solve problems together, face challenges with courage and cooperate among peers. With the gradual implementation of the work plans, teachers are recommended to keep reviewing and revising the design and content of the activities

with a view to ensuring that the key learning elements meet the developmental needs of children.

- 2.5 The school puts effort into creating a learning environment that respects cultural diversity and sets another major concern as supporting NCS children to learn. Small group teaching, individual guidance and parent-child activities are arranged by teachers to provide an authentic language environment and encourage children to use Chinese in day-to-day communication so that children can have more opportunities in listening to and speaking in Cantonese. During lessons, teachers adjust the pace of speech and help children understand semantic meanings using gestures. As observed, NCS children could respond to teachers' questions using simple Cantonese. They are engaged in singing-along. They are also able to interact with peers harmoniously and support one another happily.
- 2.6 The school environment is bright and comfortable with children's artwork exhibited in the lobby and classrooms. Teachers place the teaching aids and materials in the interest corners to extend the learning of thematic exploratory activities. They prepare simple worksheets for children to carry out tests and record the results, guiding children to explore phenomena through observation, prediction and comparison. Teachers select theme-related books and display them on the shelves in the reading corner. Children enjoy sitting on comfortable cushions to read. Besides, teachers encourage children to collect eco-friendly materials and jointly set up a construction corner for peers to play with. However, the existing materials available in the construction corner are still relatively simple. Teachers may modify the design of the corner in accordance with children's interest. For instance, they can add accessories and supplementary materials to the corner or join in children's games to arouse children's creativity, thus inspiring children to carry out intriguing and diversified activities.
- 2.7 Teachers are amiable and friendly. They observe children's performance carefully and always remind children to practise good behaviour in daily life. Teachers also use real objects and teaching aids to make the lessons more interactive and to guide children to comprehend the learning content. During free choice activity sessions, children are arranged to use English and Putonghua in a natural context, thereby enriching their experiences of listening and speaking. To support children's needs, teachers make good use of visual cue cards to guide children to stay focused while soothing individual children and giving guidance. Children are courteous and eager to participate in music and physical activities. They are willing to respond to

teachers' questions, demonstrating an attitude of active learning.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school has embedded the rationale of SSE into its daily work. It is advised to consolidate and analyse the relevant information of assessment and reflection aptly in light of the objectives of the major concerns. The school is also recommended to review the progress and effectiveness of the key tasks, therefore adjusting the implementation strategies and enhancing the work effectiveness.
- 3.2 The school endeavours to promote curriculum development. Through school-based professional exchange, it may continue to lead the team to examine the teaching strategies and their effectiveness from multiple perspectives, refine the corner set-up, review the homework design and remove the inappropriate content of the homework in order to improve the quality of learning and teaching in a continuous manner.