

School No.: 231185

Quality Review Report (Translated Version)

Melody Anglo-Chinese Kindergarten (Prime View Garden Branch)

**G/F, Tower 1 & 2, Prime View Garden, Tuen Mun, New Territories
(Including Child Care Centre)**

14, 15 & 17 October 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 14, 15 & 17 October 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 administrative structure of the school and the duties of staff are clearly defined. Members of the management have cooperated for years and developed mutual understanding to maintain smooth daily operation with concerted effort. The teaching team maintains close connection. The management enables teachers to keep abreast of the development trends of kindergarten education through meetings and daily sharing. It also strives to promote teachers' professional growth, meanwhile planning school-based training and activities for exchanging teaching experience. In this way, the team is able to learn from one another and improve the teaching skills gradually, thereby facilitating continuous development of the school.
- 1.2 The school follows up some of the recommendations of the previous Quality Review by establishing the curriculum management mechanism, improving the curriculum design and enhancing the learning environment, with the aim of promoting children's all-round development by using play as the strategy. The school has developed the culture of school self-evaluation (SSE). The management leads teachers to use different assessment tools to review their work and formulate the development plan for the next year. Last year, the school set two major concerns as arousing children's learning interest in free exploration and catering for learner diversity. This year, it has regarded strengthening children's reading ability as the development focus. The major concerns meet the school context and children's learning needs. The team regularly examines the implementation of the work through meetings and tries to figure out solutions to the problems encountered collaboratively, ensuring that the plan can be implemented smoothly.
- 1.3 The school cares about children with different needs. An identification and referral mechanism is in place. Teachers record children's development and take follow-up actions in aspects including children's daily learning and assessment. They also make good use of community resources to provide professional support for children. The school values home-school cooperation. It communicates with parents through diversified channels. It also invites parents to be volunteers at school and

participate in parent-child activities, which is conducive to deepening parents' understanding of children's learning. Parents agree with the school's rationale of encouraging children to learn joyfully. They support the school's development work and join hands with the school to foster children's growth.

2. Learning and Teaching

- 2.1 The school devises the curriculum outline which covers all learning areas comprehensively by making reference to the teaching packages and taking into account of children's life experiences and interests. Teachers formulate appropriate learning goals in view of children's different learning needs. They also adjust the progress of curriculum implementation flexibly to teach children according to their abilities. In tandem, the school continuously enhances the learning environment. It attempts to use play as the strategy and adopt the practice of project learning to encourage children to explore and develop an inquisitive mind proactively. The school puts emphasis on children's moral education. It sets cultivating children's positive values and attitudes towards life as the learning focus for each grade level and infuses the content into thematic teaching, the reading programme and children's daily activities, so that children can learn to understand themselves, be appreciative, helpful and friendly to others in daily life gradually.
- 2.2 The school progressively improves its daily schedule to promote children's ability in self-directed learning, so that children can have ample time to engage in free choice activities with peers according to their own preferences. The school also puts effort to implement integrated music and physical activities. However, it should draw up specific goals with music and physical learning elements in the lesson plans. It may also design corresponding activities to make sure that children have the opportunities to train up their physical fitness and experience different forms of music activities every day, so as to facilitate their balanced development. In addition, the school has re-designed its homework recently by reducing the amount of repeated copying and adding simple tasks to arouse children's interest in learning. Such practice is appropriate. Yet, the school still has to cancel some of the exercises in the second term of K3 which are considered too difficult for children, so that children can consolidate their learning based on their developmental needs.
- 2.3 The school establishes the curriculum management mechanism. It also forms the curriculum design group to hold meetings for teachers of the same grade level or across grade levels regularly, so as to strengthen communication within the team and

attain synergy effect to facilitate curriculum development. Teachers conduct teaching reflections and use the review of thematic and corner activities as well as child assessment information to evaluate their teaching effectiveness. Based on children's abilities and learning needs, teachers also provide suggestions for improvement, such as adjusting the teaching content and designing experiential activities that help children apply their knowledge from learning, with a view to enhancing children's learning effectiveness. The management steers teachers to conduct collaborative lesson planning and make new attempts on their teaching. Teachers have new attempts to let children freely explore the methods of playing musical instruments, and discover the change of beats of music, etc. The management also arranges teaching demonstration to encourage new and experienced teachers to interact with each other, so that new teachers can be familiar with the teaching process the soonest. Moreover, peer lesson observation is also planned for teachers to observe and learn from one another to help them keep pace with the times.

- 2.4 The school formulates the objectives, items and criteria for the assessment of child learning experiences in accordance with the curriculum content and teaching plans, and develops learning portfolios for each child systematically. Teachers adopt continuous observation to reflect children's performance in every learning area through thematic assessment, description of children's work, activity observation records, etc. As such, they can better cater for the diversity of child development. Teachers also adjust the assessment items for individual children, thereby showing recognition of children's abilities to build their confidence in continuous progress. However, the school may review and revise some of the summative assessment items which are duplicated with respect to the content, so as to accurately reflect children's performance in different developmental stages. The school communicates with parents regularly to inform them of their children's learning progress. It also invites parents to record their children's performance in terms of emotions, social development, learning attitudes, etc., in order to promote children's learning collaboratively through home-school cooperation. The school makes use of the assessment information to inform curriculum planning, with the aim of enhancing the effectiveness of learning and teaching.
- 2.5 Last school year, the school regarded the major concern as striving to arouse children's learning interest in free exploration by using play as the strategy. The school purchases teaching resources, re-arranges the daily schedule and provides

training for teachers to lay a foundation for implementing the plan. Teachers meticulously plan the learning environment, set up an interactive play room and design diversified corner activities. There are various sensory and fine motor games for K1, games of designing dominoes with different numbers and sandpits for K2 as well as constructive games and role-play activities in a “healthy restaurant” for K3. These activities enable children to make attempts and innovations continuously through manipulating teaching aids and interactive conversation, so as to extend children’s learning interests. Teachers observe and participate in children’s play. The school may make good use of teacher resources to improve the way of conducting the concluding session, so that teachers can lead children to have group sharing in interest corners which are relevant to the learning context. In this way, children are able to look back on their play experiences so as to inspire one another, thereby enhancing the effectiveness of self-directed learning.

2.6 Last school year, another major concern of the school was catering for learner diversity to help children with diverse needs and different backgrounds unleash their potential. Teachers, parents and staff from other professional groups communicate frequently to grasp children’s learning needs, so that they can intervene and support children at an early stage. Teachers adjust their teaching, the homework and assessment content with respect to children’s different learning abilities. They also handle children’s emotions, intensify individual counselling and encourage peer assistance among children in a timely manner, helping children adapt to school life and learn with ease in an inclusive environment.

2.7 Teachers teach prudently and use pictures, real objects, etc., to assist in their teaching. They provide clear demonstration and design simple experiments as well as firsthand experiential activities to help children understand and master the learning content. With regard to the major concern about enhancing children’s reading ability this school year, the school designs the parent-child reading programme and arranges sharing activities on recommended books in light of children’s interests. Some teachers read together with children or tell stories individually or in groups. They speak gently and interpret the stories vividly. The plan is still at an initial stage. The school may devise concrete success criteria and get a clear picture of children’s performance in order to draw conclusions to prove the implementation effectiveness of the plan. It may also adjust the activity arrangement when necessary to ensure that the expected goals can be achieved. On the other hand, the management is still required to steer teachers to make use of focused professional exchange for peer

schools, peer lesson observation, etc., to continuously explore concrete ways to improve their teaching skills, including skills in teacher-child interaction and the planning of some details of activities. As a result, the overall teaching quality of the teaching team can be improved.

- 2.8 Children are energetic and polite. They know the activity routines well with an earnest learning attitude. Children enjoy going to school and actively participate in various activities. They also listen to teachers' instructions attentively and are willing to share their life experiences. Children get along with peers harmoniously. They pack their used belongings, demonstrating good self-care abilities. Non-Chinese speaking children can communicate with others in Cantonese and integrate into social life happily. Children use different methods and materials to create artworks and take arts as the medium to express their fondness for surroundings and affection for their families. The school utilises the campus space to display children's creative work, encouraging children to appreciate and learn from one another.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established the SSE mechanism. The team is able to uphold the SSE rationale to review the teaching work and implementation of various activities. However, the school is still required to map out success criteria which dovetail with the objectives of the development plan and conduct reviews with reference to children's performance, so as to prove the effectiveness of the work. It should also adjust the strategies according to the review results in order to enhance children's learning effectiveness.
- 3.2 The school endeavours to promote curriculum development. It should further strengthen its professional leadership, plan focused professional training and exchange activities, improve some of the teaching planning, details of activity design, homework content, etc., with a view to enhancing the overall quality of learning and teaching.