

School No.: 156698

Quality Review Report (Translated Version)

Nam Ying Kindergarten

G/F, 67 Wing Hing Street, Peng Chau, N.T.

16, 20 & 22 May 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 16, 20 & 22 May 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 management is familiar with the school context and responsible for administration, curriculum planning and other work. The school assigns the more experienced teachers to teach the same class with the newly recruited ones, which is favourable for the new teachers to understand its administration and teaching requirements as soon as possible. An appraisal system is in place in the school for teachers to grasp their own strengths and areas of improvement through self-evaluation. The management has followed up on some of the recommendations of the previous Quality Review including improving the school environment and systematically managing various types of documents. The school has also uploaded the school report annually onto the school web page to enhance transparency and accountability.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. It sets the development direction in accordance with children's needs and deploys strategies in aspects like learning activities and parent-child activities to implement the two major concerns of this school year, namely cultivating children's positive values and attitudes, and enhancing their self-care abilities. The team delivers the relevant strategies and observes children's performance in daily activities while reviewing the implementation in a timely manner to evaluate the effectiveness of the plans.
- 1.3 The school accepts learner diversity. In addition to providing support for non-Chinese speaking (NCS) children in learning Chinese, the school sets up a mechanism to identify and refer children with special needs, and solicits external resources to render assistance to them the soonest. The school pays attention to the needs of the newly admitted children. It holds an open day before the start of a school year and arranges for parents to accompany their child in class during the adaptation week to help the newcomers get familiar with and integrate into school life as soon as possible. In respect of the interface between kindergarten and primary education, the school prepares K3 children well psychologically for promoting to Primary One by organising primary school visits, inviting graduates to

school to share their primary school life and so on. The school keep parents informed of their child's performance through different communication channels and is willing to listen to and follow up on parents' views actively, hence working together with parents to foster children's healthy growth.

2. Learning and Teaching

- 2.1 The school sets themes based on picture books about children's life experiences and formulates curriculum content that encompasses values and attitudes as well as skills and knowledge. It capitalises on the geographical environment to organise outdoor experiential activities for children to get in touch with nature, conduct on-site observations, explore first-hand and seek knowledge proactively. In order to foster moral education, the school cooperates with different organisations to arrange for children to participate in community services, for example, visiting the elderly to care about the community and understand the needs of different social classes, thus learning to show solicitude for others. A Chinese culture week is held in the school for children to take part in various traditional cultural activities, such as enjoying shadow play and having a basic understanding of oracle bone script. Moreover, teachers share relevant stories based on festivals and play festive videos to deepen children's knowledge of Chinese culture and their sense of national identity. In tandem, the school designs multicultural activities in view of the backgrounds of NCS children so that children can learn cultural inclusiveness. However, the school is required to plan the learning objectives for music, physical and art activities to facilitate teachers in conceiving the activity content in a systematic manner. Children are given the opportunities to participate in music, physical and art activities every day and they have sufficient time to engage in free choice activities. Yet, the school asks K1 children to write numbers while some homework and some of the learning content of Early Childhood Mathematics for K3 children are rather difficult. The school must remove such homework and learning content to meet children's developmental needs at kindergarten stage.
- 2.2 The school has formulated a policy on the assessment of child learning experiences. Teachers adopt continuous observation to assess children's performance, which includes regular thematic assessments and observation records of activities. They also conduct summative assessment at the end of a school term. Some assessment forms are available in English to cater for the needs of NCS parents. Children's

learning portfolios are distributed periodically for parents to keep track of their child's learning progress timely. Nevertheless, the school must set specific assessment criteria and select items of summative assessment based on children's development in all areas to reflect children's growth at different stages holistically.

- 2.3 The school has a mechanism for curriculum coordination, monitoring and evaluation in place. The management is responsible for planning and revising the curriculum outline of each grade level whereas teachers prepare teaching plans. The management understands the curriculum implementation by conducting classroom walkthroughs, attending meetings and scrutinising teaching documents. It often offers suggestions for teaching improvement as well. Teachers conduct teaching reflection but they mainly describe the activity processes and children's performance. They could take a step forward to give improvement recommendations on teaching strategies and activity design. The team examines the curriculum of the whole year during the year-end meeting. The management is advised to lead the team to inform curriculum in light of the review findings in order to enhance the effectiveness of learning and teaching collaboratively.
- 2.4 Cultivating children's positive values and attitudes is the major concern of the school in this school year. The school incorporates relevant elements through picture books, launches award schemes and organises community activities to encourage children to practise good behaviour and virtues. Teachers record children's daily performance in school and praise children accordingly to inspire and reinforce children's noble words and deeds. Besides, children love to serve as volunteers. Children give performance for and bring care to elders enthusiastically when they visit an elderly centre. As observed, children took the initiative to greet their peers who returned to school after illness. They always played with one another, during which Chinese speaking and NCS children were happy to learn and play free choice games together. Children are caring and get along well with peers of different cultural backgrounds, showing favourable social skills.
- 2.5 In response to children's needs, the school designs activities about school life and sets up contexts to nurture children's self-care abilities. For instance, teachers ask children to plan their participation in corner activities of the day when children are back at school. Teachers also give hints to children when free choice activities are about to end to develop children's time management skills. Teachers attach importance to establishing classroom routines, so children are arranged to complete simple tasks on their own. Booklets are prepared for each grade level in which

teachers and parents evaluate children's weekly self-care performance. Thus, home and school cooperate to foster children's development. It is observed that children followed teachers' instructions to pull out and put back their small chairs as required in the activities, and they put homework into their schoolbags as well. At the end of activities, children tidied away toys and stationery while cleaning up snack boxes and desks after snack time by themselves. On the whole, the work plan has achieved accomplishments.

- 2.6 In view of the campus space, the school purchases desks and chairs that are easily stored so that teachers can set up the venues in a flexible manner according to the activities. In this way, children are able to make the most of the classroom space to carry out integrated music and physical activities and free choice activities. Classrooms are clean and bright. The environment setup is in line with themes and children's work is displayed on the walls. Teachers design an array of interest corners in classrooms to guide children to use manipulative materials of their interests to play. Examples include placing light torches and paper cups with different translucent patterns in the exploratory zone for children to explore light and shadows, and providing eco-friendly materials such as metal boxes, aluminium cans and plastic bottle caps for children to construct. Folk costumes and kitchen toys are available in the role-play corner. Children pretend to be shopkeepers and diners to prepare dishes of the relevant country and pay after meals respectively. Children exploit their rich imagination to simulate savouring the cuisine. They eat slowly and wear a satisfied smile after dining. There are various types of books in classrooms in which topic such as moral education is covered. There are also cooperative games in the toy zone for children to play together, which is conducive to their social development.
- 2.7 Teachers care for children and have a good relationship with them. Teachers facilitate teaching with real objects to help children learn about the features of items and cultivate their powers of observation through sensory learning. Teachers always join in children's play. They are good at asking questions to encourage children to share and motivate children to make more attempts. Meanwhile, teachers advise children to add other materials to enrich their creation during free choice activities. For instance, under the inspiration of teachers, children not only stack up building blocks in the construction zone, but also try to explore from another angle and find that combining two semicircle sponges can make a circle. During review sessions, teachers ask questions to guide children to share with their peers the

process of their play and the design ideas behind their work, helping children collate and consolidate what they have learnt. Teachers may reduce the waiting time for physical activities so that children can fully enjoy the fun of exercising. Teachers could also pay more attention to the pre-writing preparations like training children's fine motor skills so as to lay a solid writing foundation for children.

- 2.8 Children enjoy sharing. During free choice activities, they take the initiative to tell teachers what they have heard and seen, and NCS children in K3 are able to respond in Cantonese. Children are very creative. K3 children use building blocks to assemble many square blocks that are red on top and green on bottom, and then put the blocks into a basket to make a watermelon bowl. K2 children simulate running a restaurant together. They put food models in a metal egg roll box to imitate cooking using kitchen utensils. Children show their vitality in the integrated music and physical activities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school formulates major concerns according to its context for the team to implement the work strategies. It may devise corresponding success criteria to evaluate the effectiveness of plans in a focused manner. Besides, the school is required to follow up on the recommendations of the previous Quality Review to continue strengthening parent education by arranging talks, workshops, etc., in different modes based on parents' needs to help them enhance their parenting effectiveness.
- 3.2 The management strives to promote the development of the school. Yet, it must demonstrate its professional leadership to draw up guidelines at work, allocate duties with reference to teachers' abilities and expertise, and help teachers plan their own direction of training so as to foster their professional growth.
- 3.3 It is necessary for the team to plan the curriculum outline in a systematic manner in order to illustrate the learning objectives clearly. Team members must collaboratively revise the items of summative assessment, set specific assessment criteria as well as making suggestions for improvement on teaching strategies and activity design, thereby jointly enhancing the effectiveness of learning and teaching. The school is required to remove the rather difficult learning content and homework for K3 and cancel the arrangements of asking K1 children to write in order to meet the developmental needs of children at kindergarten stage.