

School No.: 564869

Quality Review Report (Translated Version)

**Ho Oi Day Nursery
(Sponsored by Sik Sik Yuen)**

**G/F Shop 1A, 1B, 2A & 2B, Harmony Garden, 55 Kowloon City Road,
Kowloon City, Kowloon**

15, 16 & 18 November 2022

**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 November 2022

- 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 places importance on teachers' professional growth. It maintains communication with the affiliated kindergartens of the sponsoring body. Through school visits and observation of teaching activities, teachers share their experience in promoting learning through play and parent education. In response to the development focuses of the school, the management leads teachers to participate in external training to enhance their competence in designing activities which facilitates children's exploration and their learning of Chinese culture. The management sets up different functional groups as needed and allocates duties, including resource management, curriculum development and parent-related work to teachers, taking into account their strengths and experience, with the authorities and responsibilities clearly defined. The school has established explicit guidelines, administrative procedures and a code of practice which help teachers take charge of various work duties. The teaching team's attitudes are positive and they recognise the school's development directions. They are willing to share what they have learnt from training and their suggestions on teaching. They cooperate with one mind to promote the school's sustainable development with concerted effort.
- 1.2 The management leads the teaching team to follow up earnestly on the recommendations of the previous Quality Review to inform the curriculum by making good use of the information from curriculum review and assessment of child learning experiences. In tandem, it has embedded the rationale of school self-evaluation, viz. planning, implementation and evaluation, in daily work to make continuous improvement in the school's quality of education. Every school year, the school objectively analyses the effectiveness of work in all areas and formulates development directions for the following school year based on the review results. The school has considered enabling children's creativity and aesthetic development as its major concern in recent two school years. Training is arranged for teachers to enhance their confidence and skills in conducting music and art activities. Meanwhile, the school has regarded increasing children's motivation to explore

nature and the surroundings as another major concern. It facilitates children's learning effectiveness through adjusting the curriculum and improving teachers' questioning skills. The school is able to enhance teachers' professional expertise and optimise the teaching design in an orderly manner and implement the plan strategically.

- 1.3 The school caters for the diverse needs of children. It has established an identification and referral mechanism to provide appropriate support services for children with special needs the soonest. The school arranges various adaptation activities for the newly-admitted children and their parents. The support measures include arranging parents' day, adopting progressive lesson time and allowing parents to accompany their children to school at the beginning of the school term, thereby helping children gradually adapt to school life. The school maintains communication with parents through different channels. It also organises exhibitions of learning review upon completion of each learning theme, enabling parents to have a chance to enter the classrooms and gain a first hand understanding on the learning content and environment of their children. To foster children's interest in reading, the school conducts parent-child reading activities, provides video clips of stories to parents regularly and facilitates book crossing activities among parents, so as to collaborate with parents to nurture children, and enhance the effectiveness of parenting. Besides, seminars on handling children's emotions are held for parents to help them acquire a positive approach for child-rearing. The school also empowers the parent-teacher association to assist in collecting parents' views and coordinating parent volunteers, thus strengthening the home-school cooperation and connection.

2. Learning and Teaching

- 2.1 With reference to the teaching packages and the curriculum outline of the sponsoring body, the school devises the school-based curriculum by adopting a thematic approach as the skeleton. Project learning activities are also designed based on topics of interest to children. The curriculum content is comprehensive which covers all learning areas and cultivates children's development in the domains of ethics, intellect, physique, social skills and aesthetics. In conjunction with the mission of the sponsoring body and the development trends of kindergarten education, the school incorporates elements of Chinese culture into the curriculum by

diversified means. For example, traditional folk tales are used to teach children the virtues of filial piety and getting along with family, and children are arranged to appreciate Chinese opera and create artworks like blue and white porcelain, thus helping them understand Chinese culture from different perspectives. The daily schedule is also well balanced for children's participation in various learning activities every day. The curriculum of K1 and K2 are appropriate. However, some learning content in the learning area of early childhood mathematics for K3 children is relatively difficult, which includes repeated addition, mathematics calculation in column form and questions with text. The school must review and remove the inappropriate content to meet children's development needs.

- 2.2 Teachers understand children's thematic learning through continuous observation, and assess their performance objectively in accordance with the assessment criteria. In addition to the thematic assessment reports, teachers clearly record the performance of children in different learning areas and the follow-up suggestions in observation logs. Teachers summarise children's development every school term, thereby understanding their growth at various stages. The school disseminates children's assessment information to parents and meets with them regularly. Parents can therefore know about their children's learning and development in a timely manner.
- 2.3 The management leads the teaching team to formulate the curriculum and devise teaching plans. It understands the curriculum implementation through observing classroom learning activities, scrutinising teaching documents, etc. The school has set up a mechanism for teaching review. Teachers reflect on their teaching on a daily basis. Upon the completion of a theme, team members share the successful experience in implementing the activities and areas for further improvement with each other. They adjust the curriculum content at the end of the school term according to children's assessment information and the results of thematic review, informing learning and teaching in a systematic manner.
- 2.4 To nurture children's creativity and facilitate their aesthetic development, the school has been strengthening teachers' competence in planning and conducting music and art activities since last school year. Children can try to perform rhythmic movement along with music during birthday parties and project learning activities. Peer lesson observation is also arranged for teachers to share their experience in stimulating children's creativity. However, on the whole, there are not much opportunity for teachers to put their learning into practice. The school is required to proactively

arrange for and encourage teachers to put what they have learnt into practice, enabling them to master the skills of conducting music activities from implementation for promoting children's aesthetic development.

- 2.5 In regard to art activities, the school lets children engage in different artwork activities that tie in with the learning themes. For example, under the theme related to China, children are introduced to Chinese opera masks and create a collaborative painting that imitates the *Along the River During the Qingming Festival*. Under the theme about home, children design their living environment with big paintbrushes, or create their favourite bedroom with the furniture-shaped magnets they made. Children's pastel drawings of plants and animals are exhibited in the lobby, whereas their clay masks are displayed in the corridors. Paintings by famous artists are also put up for children's appreciation. The campus has an artistic atmosphere. Building on the foundation of the previous art activity planning, the school assigns "Seed" teachers to participate in training this school year, with a view to further enhancing teachers' knowledge and skills in conducting art activities through learning to use picture books to inspire children's artistic creation.
- 2.6 In recent years, the school has been actively strengthening the exploratory elements in the curriculum by adding relevant activities in each learning theme, such as asking children to design and try using different body parts to pass table tennis balls into a small box, and make cup phones with different types of strings to examine the transmission of sound. Such activity designs facilitate children's thinking and encourage them to explore objects with different senses. Teachers set up exploratory activities in the interest corners that can arouse children's curiosity. For example, children are given torches and mini light bulbs that can emit colourful lights to explore the variations in light projection and the function of light as illumination in a dark cabin. Children use oil-absorbing paper sheets to test the presence of oil in different foods and determine the amount of oil in foods through observation and comparison. The school guides teachers to apply what they have learnt to design appropriate exploratory activities, so that children can engage in problem-solving and validate their discovery, thereby cultivating their exploratory spirit.
- 2.7 The teaching team has proper planning to help children develop positive values. Children learn about caring and cherishing through interesting moral stories. An award scheme is launched to recognise children for keeping tidy and neat and being self-disciplined. During the morning assemblies, children are guided to share examples of practising good behaviour and are encouraged to learn from each other.

Children are polite. They take the initiative to greet others and talk to peers and teachers in a gentle tone. Teachers speak in an organised manner. They utilise real-life topics to motivate children to express themselves. Children are interested in learning and engaged in the activities. They listen to teachers' explanation attentively and raise questions and answer teachers' questions actively. Children are obedient. They follow teachers' instructions to queue up and change activities in an orderly manner. They are willing to share toys with peers during the free choice sessions and tidy up materials in the interest corners of their own accord when finished their activities. In physical activity sessions, teachers divide children into groups for practising skills, playing slides, riding bicycles and participating in constructive play. As such, the time children spend on waiting for activities can be reduced, while at the same time teachers can focus on guiding children to acquire relevant skills in the form of small groups. Yet, the constructive play mainly involves the use of fine motor skills. Children may not have sufficient physical exercise if they often engage in constructive play during the physical sessions. The school is recommended to pay attention to individual children and follow up in a timely manner, thereby promoting children's physical development.

3. Recommendations for Enhancing Self-improvement of School

The school has built a good partnership with parents. It may further deploy suitable strategies to help parents understand the school development focuses, so as to continue to strengthen home-school cooperation for the school's development. Regarding teaching, it must remove the excessively difficult content in the learning area of early childhood mathematics for K3 in order to meet children's development needs. The school should also improve the arrangements for physical activities to ensure that children can have adequate amount of exercises. In addition, the management is advised to encourage teachers to put their knowledge into practice in daily teaching, thereby enhancing their skills in conducting music activities.