

School No.: 556122

Quality Review Report (Translated Version)

Shin Yat Tong Yat Tung Kindergarten

**1/F, Yat Tung Shopping Centre 2, Yat Tung Estate,
Tung Chung, New Territories**

8, 9 & 11 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: 8, 9 & 11 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 holds meetings regularly with the organisation. The leadership team understands the school's development and needs, providing timely advice and support. Individuals of the management are the founding members of the school and have served the school for years. They trust each other and have established a good rapport, implementing school work in different areas collaboratively. The school has a clear organisational structure with well-defined authorities and responsibilities. It strives to nurture middle management by assigning experienced and dedicated teachers to assist in handling the affairs related to administration and curriculum management, and to serve as a bridge of communication between the management and other teachers, thus facilitating the professional growth of the team. The school provides training in accordance with its development focuses and the teaching needs of teachers. It also encourages teachers to pursue further studies to enhance their professional competence. The staff members maintain a harmonious relationship and express their opinions frankly. They cooperate with each other and discharge their duties properly to promote school development together.
- 1.2 The school recognises the rationale of school self-evaluation. The team makes reference to the views of stakeholders and the reflections on different activities to review the school work in each area. Team members jointly discuss the development directions and plans at the end of the school term. The school has followed up on the recommendations of the previous Quality Review to improve the corner set-up in classrooms. Real-life and manipulative materials and activities are provided to encourage children to construct knowledge through firsthand experiences. This school year, the school further regards raising the element of free exploration in play as the major concern. It arranges for teachers to participate in professional training as well as adjusting the daily schedule and planning the use of campus flexibly to let children have sufficient time and space to play, thereby reinforcing the efficiency of children's active learning progressively. The school takes cultivating

a sense of belonging to the country among children as another major task. It introduces external support which collaborates with teachers to design diversified learning activities. It also tries to form a parent flag-guard team and let parents lead children in conducting national flag raising ceremony at the school on a regular basis with the aim of strengthening parent education. The school continuously deepens the relevant work to help enhance the effectiveness of the plans. Overall, the school takes into account the trends of curriculum development, and considers the school context and children's needs to formulate appropriate plans. It deploys suitable implementation strategies in various aspects and carries out different tasks in a step-by-step manner.

- 1.3 The school embraces and cares for children's diversity. It has put in place a proper mechanism to identify children's needs the soonest, make referrals and take follow-up actions. It also utilises community resources effectively for children to receive appropriate support. The school arranges kindergarten-primary transition activities for K3 children such as conducting project learning to enable them to understand the environment and learning mode of primary school, and taking them to visit primary schools in the district and participate in experiential activities therein, with a view to helping children get prepared for promoting to primary one. The school attaches importance to communication with parents. Through face-to-face meetings and telephone contacts, parents are able to receive school's updates and understand their children's learning at an opportune time. Parent representatives convey parents' opinions to the school in regular meetings, which is conducive to promoting effective home-school communication.

2. Learning and Teaching

- 2.1 The school devises the curriculum by adopting themes that are related to children's life experiences. Teachers select suitable picture books to design teaching content that fully covers all learning areas and caters for the development and needs of children of different ages. The school upholds the education mission of the organisation. It places emphasis on nurturing children's moral development. Moral elements are aptly incorporated into different kinds of activities. For instance, children learn the virtues of filial piety, respect for elders and gratitude for everything through expressing appreciation to their parents and elders at birthday parties and on Senior Citizens Day. Furthermore, the school encourages children to practise good

behaviour and cultivate their positive values and attitudes by means of moral stories, parent-child activities and moral activity booklets. For the daily schedule, the school provides children with ample time for free choice activities, giving them more opportunities to learn actively through play and exploration.

- 2.2 The school ties in with its curriculum aims and adopts continuous observation to assess and record children's learning in different aspects. Teachers develop learning portfolios for children to keep the assessment reports, activity observation records and analysis of children's work properly. Such information reflects children's learning progress and performance in a clear and concrete manner. The school invites parents to observe children's living habits and interpersonal attitudes, and encourages children to do simple self-evaluation, so as to demonstrate children's growth from different perspectives. In addition to regular communication with parents, teachers share with them their children's development and make specific suggestions on nurturing children through parents' meetings which are held four times a year, joining hands with parents to facilitate children's learning. The school utilises the aforementioned assessment information for reviewing children's development, hence informing the overall curriculum planning.
- 2.3 The school has established a curriculum management mechanism. The management grasps and monitors curriculum implementation through conducting classroom walkthroughs, scrutinising teaching documents, attending meetings, etc. It renders suggestions for improvement and support to teachers duly. The school sets up a curriculum team comprising the management and coordinators of each grade level to lead teachers to carry out collaborative lesson planning, draw up learning focuses and discuss activity arrangement, which are beneficial for enhancing teaching effectiveness. Teachers conduct reflections and thematic reviews regularly and evaluate teaching based on children's performance. Teachers are advised to further analyse the reasons behind children not being able to achieve certain learning objectives, and adjust teaching strategies and activity design in a timely manner to maximise the effectiveness of curriculum review.
- 2.4 With the aim of fostering children's sense of belonging to the country, the school regards developing a sense of national identity among children and strengthening their understanding of Chinese culture as the major concern this school year. Teachers add the learning content of national education in line with the themes. For example, in the theme of plants, related Chinese tales are shared to enable children to know the metaphors thereof and the meanings and values behind. The school

invites external organisations to conduct experiential activities at school, such as learning about ink-wash painting, traditional tie-dye and papermaking. It also incorporates relevant elements purposefully when planning the interest corners. It sets up an art gallery imbued with Chinese artistic characteristics in the lobby. Children enjoy creating Chinese opera masks and dough dolls, through which they deepen their knowledge of Chinese culture. Besides, the school arranges children and parents to serve as flag raisers to hold a national flag raising ceremony and sing the national anthem on important days and during the morning and afternoon assemblies on Mondays. The child flag-guard team fully masters the proper way and procedure of flag raising. Children of all classes follow the etiquette during the ceremony to show their respect for the country. Such activities can cultivate children's sense of national identity effectively. In general, the school is able to implement the work plan from different aspects and the effectiveness is seen.

- 2.5 The school is committed to strengthening the element of free exploration in play to raise children's ability in active learning. The school arranges training for teachers to enhance their skills in setting up game materials as well as their roles in play. It revises the daily schedule to increase the opportunities for children to explore and let them engage in games and physical activities simultaneously in various venues. Teachers plan diversified and interesting learning zones meticulously, including imaginative zones, exploratory zones and constructive zones. These zones are equipped with an array of game resources, effectively arousing children's motivation to learn proactively. As observed, children really enjoy creating games with a variety of materials, such as using large-scale equipment like wooden ladders, trolleys, blocks and so forth to build a castle with peers. They also imitate construction workers to create or repair buildings, showing rich imagination. The exploratory zones are well-furnished. Children love doing simple experiments, such as swirling the transparent plastic bottles filled with water in different ways, and then observing the swirls formed inside, demonstrating their curiosity. However, some activities available for children to choose from are relatively quiet during physical activities. The school is advised to follow the situation closely and adjust the arrangement so that children can have adequate opportunities to develop their gross motor skills. Teachers often observe and take part in children's play and review with children after activities. They may provide more chances for children to express themselves and interact, allowing children to consolidate what they have learnt by sharing their play experiences so as to increase their learning effectiveness.

- 2.6 In recent years, the school campus has been renovated with newly added activity rooms and teaching facilities to create a favourable learning environment for children. A small garden is in place on the campus, where tortoises are raised, enabling children to observe and look after plants and animals, fostering an attitude of cherishing nature. Teachers make good use of classroom areas and tie in with the themes to design corner activities. For instance, in the thematic learning corners, a wide range of environmental-friendly materials and tools are given to children to choose from and unleash their creativity. Children imagine and construct different scenarios together. They imitate firefighters to use fire equipment and try to solve the difficulties they encountered, extinguishing fire collaboratively. The reading corners are serene and cosy, adorned with various kinds of books, hand puppets, writing tools, etc. Children enter the corners and read on their own. They love to share story content with peers, enjoying the reading moment. During the free choice activity sessions, children become familiar with the rules and playing methods of games. They show concentration and enthusiasm. Teachers willingly talk to children to understand their thoughts and encourage them to make more attempts. The learning atmosphere is relaxed and pleasant.
- 2.7 Teachers are conscientious in teaching. They cooperate with one another when leading activities and create interesting scenarios in a lively, vivid way to enhance children's learning interest. During thematic learning, children respond to teachers' questions eagerly and share their life experiences proactively. Teachers design extended group activities for children to join during the free choice activity time, helping them consolidate thematic learning by means of games. K3 children are arranged to take turns talking about school activities to parents in the lobby after school, with a view to boosting their confidence and providing opportunities for expression. In regard to music activities, teachers generally use images to help children understand the lyrics and create movements. Yet, the design of some activities is rather tedious while the time allocated to music activities for the whole-day classes is also slightly inadequate. Teachers are recommended to adjust teaching strategies when appropriate based on children's performance to improve the effectiveness of music activities. The school cares about the learning of non-Chinese speaking (NCS) children. Teachers master the strategies to cater for NCS children and always encourage them to talk and share ideas in Cantonese. Teachers also refine homework design and provide individual guidance when needed. NCS children understand teachers' instruction in general and some of them can even

express themselves fluently in Cantonese. They get along well with Chinese speaking children to learn and play together.

3. Recommendations for Enhancing Self-improvement of School

In response to its major concerns, the school participates in external support programmes and provides professional training to teachers. It has accumulated good experience in promoting national education and learning through play. The management may guide teachers to improve the design and arrangement of physical and music activities as well as strengthening teachers' abilities to evaluate teaching. Focused peer lesson observation can also be arranged according to teachers' needs and key emphases of their development so as to facilitate team members in supporting and encouraging one another, thereby enhancing the teaching effectiveness.