

School No.: 324957

Quality Review Report (Translated Version)

Stewards Pooi Yan Kindergarten

**G/F, Choi Wing House, Choi Ming Court,
Tseung Kwan O, New Territories**

15, 16, & 18 November 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 15, 16 & 18 November 2021

- 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 leadership team monitors the school operation through regular meetings and provides support on administrative management. The school attaches importance to enhance teachers' professional competence. In addition to organising various school-based teacher training activities, the school also conducts training activities with another affiliated school of the same sponsoring body and arranges teachers to visit peer schools to observe and learn. All these can widen teachers' horizons and promote professional exchange. With an open attitude, the management is willing to listen to teachers' opinions and provides appropriate guidance or support. Teachers cooperate with each other to promote the school's development. The school follows up the recommendations of the previous Quality Review to reallocate the duties of the two senior teachers. As such, they can discharge their duties in their respective positions properly, thereby supporting teachers in the work of teaching and caring for children.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. It takes into account the development trends of kindergarten education and the needs of school to devise the major concerns. The school regarded promoting children's language development as its major concern in the last school year while considered enhancing teachers' skills of designing and conducting play as another major concern in recent years. The school tapped external professional support to provide training for teachers to learn the skills of conducting play, which is conducive to enhancing the effectiveness of children's learning through play. In this school year, the school hopes to help parents grasp the skills of conducting play with their children at home. It provides relevant training for parents and designs household play to foster parent-child relationship. The plan is implemented progressively.
- 1.3 The school caters for the diverse needs of children and provides them with suitable support services. In the aspect of supporting children with special needs, the school has established a mechanism to identify children's needs at an early stage so that

referral and follow-up actions can be arranged for them. Regarding the caring of non-Chinese speaking (NCS) children, the school provides ample opportunities for NCS children to learn and play together to help them integrate into school life. School circulars and the content of parent seminars are also translated for NCS parents to obtain timely information. The school attaches importance to parent education. It arranges different talks, parent groups and so forth to teach parenting skills with a view to fostering parent-child relationship. The school systematically arranges parent volunteers to assist in activities including visits and festive fun fairs, which can help parents learn about their children's learning and promote home-school cooperation. Parents trust the school and support its development.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* to design a curriculum using themes through an integrated approach. The curriculum is comprehensive which covers all learning areas and takes into account the cultivation of children's attitudes, construction of knowledge and acquisition of skills. The school arranges children to take part in music, physical, art and free choice activities every day, which is favourable for fostering the balanced development of children. The school also selects learning themes which are closely related to children's life experiences and organises related visit activities for children to enrich their learning experiences. However, some learning content and homework in language and early childhood mathematics for K3 children are somewhat beyond children's abilities. Meanwhile, there is dictation in primary one adaptation activities which does not address children's abilities and developmental needs. The school must delete those inappropriate content and arrangements.
- 2.2 The school has established a mechanism for curriculum management. The management leads teachers of each grade level to devise the learning objectives and activities through collaborative lesson planning. After implementing the teaching activities, teachers reflect on their teaching based on children's performance. Yet, they fail to give concrete suggestions. The management must monitor the implementation of curriculum. It is required to lead teachers to look into the crux of the problems in teaching, help them conduct teaching reflection effectively and subsequently propose targeted suggestions for improvement, so as to enhance teaching effectiveness. At the end of the school year, the management leads

teachers of each grade level to hold meeting for revising the curriculum outlines of the upcoming year. In the recent years, the school has revised the policy on the assessment of child learning experiences by developing learning portfolios for each child. Teachers record and assess children's performance through continuous observation. They draw up assessment criteria together and inform parents on their children's development progress in different stages using summative assessments. It is necessary for the school to collate and analyse the children assessment information to inform curriculum planning and review the effectiveness of learning and teaching.

- 2.3 The school puts emphasis on children's language learning. It has set enhancing children's language abilities as its major concern in recent years. As observed, teachers design different language activities and parent-child drawing booklets for children to draw different patterns according to the audio instructions in order to train up their listening skills. Nevertheless, there are quite many restrictions in the activities and the procedures are complicated, which are not able to meet children's abilities. Also, it is appropriate for teachers to ask parents to assess children's learning performance of Chinese word recognition at home. The school must abandon such arrangement. Teachers should design interesting and real-life activities according to children's interest, their life experiences and acquired knowledge with a view to motivating children's interest in learning language and enhancing their skills in communicating with peers.
- 2.4 The school makes good use of the walls along the corridors to set up sensory walls, place play materials and display children's work properly for children to manipulate and appreciate. In recent years, the school intentionally strengthens teachers' skills in designing games and conducting activities. It uses the school space to set up interest corners and prepares diversified activities to make children's learning more fun. Besides, there are both exploratory corner and role-play corner in classrooms and various materials are placed therein for children to explore and manipulate. Children enjoy participating in exploratory activities and role-playing. A wide range of toys are also provided. Children love playing and have much fun. They use the corner activity records to plan the interest corners they want to enter on that day. During the review session, teachers invite children to briefly share the corner activities they have taken part in. Individual teachers can help children organise their experiences. The school can still enhance teachers' skills in helping children review their learning through of peer lesson observation.

- 2.5 During physical activities, teachers lead children to conduct gross motor activities in which children demonstrate good body coordination abilities. The school includes free choice activities in some physical activity sessions while some of them are in fact quiet activities, making some children fail to have sufficient opportunities to engage in gross motor activities. Teachers are required to improve the arrangements to ensure that children have adequate amount of exercise. During music activities, teachers lead children to sing, manipulate the musical instruments and learn to clap the beat. Most of the children like singing. Teachers can still enable children to express their feelings along with the beats through activities like imagining, performing rhythmic movement and dancing, so as to enjoy the fun of music activities.
- 2.6 Teachers use real objects and pictures as teaching aids in order to arouse children's learning interest. During thematic activity sessions, children of the same grade level are arranged to have real-time online learning activities so that children in different classrooms can receive guidance simultaneously. Yet, the arrangement does not meet suit children's developmental needs. The school must immediately abandon such arrangement. It should adhere to the child-centred principle for children to explore and learn through firsthand manipulation and using multiple senses under real-life contexts. During the teaching process, teachers understand children's thoughts by asking questions. They also design simple tasks for children to take part in. Teachers apply the skills such as using cue cards and giving language demonstration to support children with different needs. The school may further adopt the approach like grouping and peer support to help children in learning.
- 2.7 Children are able to engage in activities according to teachers' instructions. They are attentive during learning and playing. NCS children get along in harmony with peers and are enthusiastic to participate in activities. Children have good social development. They like playing with peers. Children also have good self-care abilities. They are able to put on and take off shoes by themselves. Moreover, they can tidy up toys and materials on their own after activities. Some children are willing to help others and take initiative to help peers to put things back in place.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management still needs to enhance its leadership to help the team master the SSE skills and draw up objectives for the major concerns. Appropriate strategies should

be deployed and corresponding success criteria should be devised in order to implement the work effectively and evaluate its effectiveness. The management is required to lead teachers to consolidate different results and use the child assessment information as evidence for identifying the major concerns. In addition, the management may make reference to the appraisal information to help teachers map out individual professional development objectives and plans, with a view to enhancing their professional growth.

- 3.2 It is still necessary for the school to enhance its work on monitoring and reviewing the curriculum. The management should lead teachers to review the curriculum content and homework of K3 classes and remove those inappropriate parts. It must stop real-time online learning and cancel the dictation arrangement in primary one adaptation activities in order to ensure that the curriculum and learning activities can address children's developmental needs.