

School No.: 323683

Quality Review Report (Translated Version)

Suen Mei Kindergarten

Portion of 79 Broadway Street, 2/F, Stage 4, Mei Foo Sun Chuen, Kowloon

16, 17 & 19 December 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: 16, 17 & 19 December 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 leadership team effectively monitors the school's operation and promotes the school's development in the aspects of administration, curriculum and child support. The school keeps close liaison with the kindergartens under the sponsoring body. Every year, they co-organise the joint-school teacher development day to share what they have learnt from training and their practical experience. They also organise exchange visits to facilitate learning among one another and make progress together. The management is willing to listen to the views of staff. In light of teachers' needs and school development, it arranges training to enhance teachers' professional growth. Teachers discharge their duties and cooperate with each other to enhance the quality of education.
- 1.2 The school has set up a mechanism to identify children with special needs, it capitalises on external resources to provide appropriate support and referral services. It pays attention to newly admitted children's performance in different aspects and maintains close connection with parents so that children can integrate into school life the soonest. The school arranges children to visit primary schools and plans suitable primary one adaption activities for children to be psychologically prepared for promoting to primary school. The school closely liaises with its belonging church and often borrows venues for conducting activities. It also organises parent activities and parent education seminars with the church to help parents understand ways to teach their children. The school organises the thematic play day every year for parents to observe lessons at school and participate in parent-child games. Under a relaxing environment, parents gain a better understanding of the school curriculum and firsthand experience of children's learning through play. The parent-teacher association acts as the bridge for home-school communication and helps the school organise activities. Parents concur with the school's mission of whole-person development and happy learning. They actively participate in children's learning activities and work with the school to support children's healthy

growth.

- 1.3 The school has followed up the recommendations in the previous Quality Review. It arranges adequate music and physical activity time for children every day. The management leads teachers to plan lessons collaboratively and explore appropriate teaching strategies in order to enhance the effectiveness of learning and teaching. The school puts forth the work plans through collaborative discussions and collects evidence from various aspects to review the effectiveness while formulating the annual major concerns based on the results. The school's major concern for these two consecutive years is to support teachers' needs. Last school year, it increased communication channels to build a collaborative team. This school year, the school's focus is to assist new recruits in adapting to the working environment. The management strengthens supervision and support accordingly. It encourages teachers to share their work experience and teaching skills with one another so as to create an atmosphere of peer learning and appreciation. The school pairs up experienced teachers and newly recruited teachers, and draws up clear working guidelines to help new teachers adapt to the working environment and routines. The teaching team has developed a good rapport and the effectiveness of the work plans has been observed. With respect to learning and teaching, the school regarded the cultivation of children's interest in reading as the major concern of the previous school year. It continues the related work and sets unleashing children's creativity through reading as the objective of this school year. The school arranges training and professional exchange for teachers. Moreover, it reviews the work effectiveness by phases and takes follow-up actions for improvement, so as to achieve the objectives of the plans.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and selects real-life themes for its integrated curriculum. The content covers all learning areas. Project activities are added according to children's interests and abilities with a view to stimulating their curiosity about surrounding things. The school attaches great importance to moral education. By means of stories, conversation and incidental guidance, it teaches children to practise good behaviour in daily life. The school ties in with learning themes to organise visits and festive activities to enrich children's learning experiences. The school arranges active and quiet activities alternately every day so that children can have adequate free choice activity time. The curriculum is

comprehensive and balanced, which is able to foster children's positive values and active attitudes towards life as well as facilitate their acquisition of skills and knowledge.

- 2.2 The school sets the content for the assessment of child learning experiences and assesses children's performance by continuous observation. The learning portfolio maintains records of children's work, the assessment information of continuous observation as well as parents' observation records of their children's living habits and attitudes. The portfolio is well-planned and displays children's learning from different perspectives. Teachers summarise different assessment information and conclude children's performance in different areas of development every school term for parents' understanding of their children's learning progress. The school uses the assessment results to inform the curriculum planning, which is able to achieve the purpose of assessment for children's learning and facilitate their development psychologically and physically.
- 2.3 The school has developed a curriculum management mechanism. The management leads teachers to determine the curriculum content for each grade level. They collaborate to plan learning activities and environment set-up. The management monitors the curriculum implementation and demonstrates the role of supervision through lesson observation, collaborative teaching, scrutinising curriculum documents, etc. At the end of the school term, the management reviews the curriculum of each grade level with teachers and makes suggestions for improvement as necessary. Teachers design appropriate learning activities according to the learning objectives and topics of children's interests. For example, teachers know that children are interested in igloo, therefore they provide ice cubes for children to explore ways for ice cubes sticking together and design the environment set-up for children to pretend to live in the igloo. As the result of the work plan has already been observed, the school may provide more opportunities for teachers to take part in the curriculum coordination work so as to foster professional development and further promote the development of learning and teaching with concerted effort.
- 2.4 The school's major concern of last school year was to cultivate children's interest in reading. The management led teachers to review children's reading habit and discuss the ways to nurture their reading interests. Teachers used games to enhance children's understanding of words with a view to strengthening their reading skills. In tandem, the school launched a parent-child reading programme to develop children's reading habit through home-school cooperation. The school implements

the strategies continuously. This school year, it places emphasis on guiding children to unleash creativity through reading. The related work is implemented in the afternoon session for children in whole-day classes. The school purchases more picture books. Teachers tell stories with various skills such as facial expressions, body movements and tones. They guide children to observe and think by asking questions while using stories as the entry point to design activities that can inspire children's creativity. Children like listening to stories and they are impressed. They express their feelings by drawing or writing, and participate in role-play and body movements under the guidance of teachers. The result of the work plan has been shown initially. Children's imagination is inspired and they learn to use different ways to express their ideas. After consolidating the experience, the school may design more activities to stimulate children's creativity and it is also suggested to further extend the work plan to half-day classes so as to refine the curriculum planning.

- 2.5 To provide children with adequate activity space, the school installs a folding door in the K3 classroom for teachers to connect the classroom with the indoor play area when necessary. There are also interest corners in the indoor play area to provide more venues for K3 children's free choice games. Moreover, the school implements mixed-class re-grouping arrangement for K2 children. In light of the activity nature and space arrangement, teachers arrange children to go to the classrooms, indoor play area or assembly hall of the church by groups for participating in activities. The school is able to make flexible use of the venues, which is beneficial for teachers to design diversified learning activities.
- 2.6 The school displays children's work and activity photos in the classrooms and indoor play area for children to view and revisit their learning. Teachers set the learning environment based on themes and set up different interest corners with learning materials for observation and manipulation in place. Children are committed to the free choice activities. They select different materials and apply what they have learnt when doing art creation. They also read picture books attentively or take part in simple experiments and constructive play. They cooperate with peers for engaging in imaginative play. After the activities, children clean up materials by themselves to keep the place neat and tidy, showing good self-care abilities. Teachers observe children during activities and give them encouragement or prompts in light of children's individual needs. They also participate in children's play. The learning atmosphere is relaxing and joyful. The school may consider providing

more learning materials about sensory exploration and put in place more cooperative play so as to facilitate children's learning.

- 2.7 Teachers arrange activities such as singing songs, playing percussion instruments and music appreciation activities. They use stories to stimulate children's imagination, enabling children to engage in movements along with the rhythms and melodies while expressing emotions through body movements. In accordance with children's physical development, teachers design skills training and arrange children for free choice physical play in the venue. Children are energetic and demonstrate good body coordination. The school arranges weekly rhythmic movements for children of each grade level in a mixed-class approach. Yet, some movements are too complicated which do not meet children's abilities. It is hard for children to be engaged in the activities, undermining the learning effectiveness. The school must review and revise the activity design so as to enhance children's learning effectiveness.
- 2.8 Teachers tie in with the learning themes and use pictures, real objects, etc., as teaching aids. They communicate with children with friendly tones and make good use of questions to guide children to observe and express themselves. Teachers cater for learner diversity. They provide more individual guidance and adjust homework when necessary, and design learning activities with different levels of complexity to encourage children to help peers. Children observe rules and are polite. They learn and play together, and are happy to express their ideas. They take the initiative to praise peers and thank for teachers' care. Children love and care each other, filling the campus with an inclusive and joyful learning atmosphere.

3. Recommendations for Enhancing Self-improvement of School

The school strives to promote curriculum development. At this stage, it should arrange teachers to take part in curriculum coordination work so as to provide professional views and explore strategies to implement the school-based curriculum together. In tandem, the school should facilitate teachers' professional growth by empowerment and delegation. On the other hand, the management is required to strengthen its professional leadership to lead teachers to revise the activity design of rhythmic movements according to children's abilities and learning needs. Moreover, the set-up of the interest corners has to be enriched for children to have more opportunities to engage in exploration and cooperative play, so as to enhance their learning effectiveness.