

**School No.: 519448**

# **Quality Review Report (Translated Version)**

**Tsing Yi Trade Association  
Shek Yam Kindergarten**

**G/F, Yam Heng House, Shek Yam East Estate,  
Kwai Chung, New Territories**

**18, 20 & 22 July 2022**

**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: 18, 20 & 22 July 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 has a clear organisational structure with concrete codes of practice. The principal has taken up the post in this school year. Considering that some of the teaching team members have recently joined the school, she has briefed them regularly on the guidelines and arranged experienced teachers to demonstrate their teaching. This can help the team understand their responsibilities and grasp the basic teaching mode, as well as deal with daily matters in accordance with the school's requirements. The school has a school self-evaluation (SSE) mechanism. All teachers try to put the Planning-Implementation-Evaluation of the SSE cycle into practice through the reflection of their daily teaching and various activities. The school also collects the views of different stakeholders and reviews the effectiveness of the activities in order to set school's development direction. In recent years, the school has introduced external resources to enhance children's moral development and support the needs of non-Chinese speaking (NCS) children, which are the school's major concerns. The school understands the importance of enhancing the professional capacity of teachers and arranges teacher training in line with the development plan. The team regularly meets to understand the implementation of major concerns in order to carry out the work in a step-by-step manner.
- 1.2 The school accepts and caters for the diverse needs of children. It puts in place a clear identification and referral mechanism for children with special needs. It makes use of external professional support services to provide children with appropriate care. The school maintains adequate contacts with parents and keeps them informed of their children's performance through daily contacts between teachers and parents, parents' day and so forth. To enhance communication with parents of NCS children, the school has translated circulars and child assessment materials for parents to know more about their children's school life and learning. The school also makes use of appropriate resources to help NCS parents understand Chinese, thereby helping NCS children and their families integrate into local life. In line with the major concern of enhancing children's moral development, the school

arranges parent education, such as parent-child activities, positive parenting seminars and so forth. Parents learn to use appropriate parenting skills to help children develop positive values. Meanwhile, the school also cares about parents' emotional health and organises parent workshops to help them adopt suitable methods and attitudes in parenting their children. The parents are eager to participate in school activities and they support and trust the school.

## **2. Learning and Teaching**

- 2.1 The school makes reference to *Kindergarten Education Curriculum Guide* and teaching packages to design its curriculum by adopting an integrated curriculum approach with themes. The curriculum is comprehensive and balanced, and its content covers different learning areas and takes into account the development of children in the domains of ethics, intellect, physique, social skills and aesthetics. The school arranges appropriate festive activities to enrich children's learning experience according to the themes. In this school year, the school makes use of the grant of "Do It Yourself Handicraft and Learning Package Scheme" to design parent-child activities and provide toys for children to play at home and, making their learning more fun. The school arranges daily schedule for children and they have sufficient time to take part in physical, music, art and free choice activities. Nevertheless, the school does not arrange such activities for K3 children during the kindergarten-primary transition activities. The arrangement is inappropriate. The school must revise its schedule to ensure that children are provided with a balanced learning experience. In addition, some of the K2 and K3 learning content and homework in language and early childhood mathematics are rather difficult, and the school must review and remove such content and homework.
- 2.2 The school formulates the policy for the assessment of child learning experiences and assesses children's performance through continuous observation. It also develops learning portfolios for children. Teachers use thematic assessment, observation records and invite parents to assess children's performance at home as evidence of their growth from multiple perspectives. Teachers regularly meet with parents to keep them informed of their children's learning performance and developmental needs, and provide them with specific recommendations to facilitate children's healthy growth. The school uses assessment data to understand and follow up on the individual needs of children. Nevertheless, there are no clear

criteria for the assessment items, and there is not much assessment of children's learning attitudes. The school should review the balance of assessment items and set the assessment criteria for them, so that teachers can have an accurate and comprehensive picture of children's learning.

- 2.3 The school has set up a mechanism for curriculum coordination, monitoring and review. The management has regular meetings with teachers of each grade level and design teaching activities. The management understands the implementation of the curriculum through classroom walkthroughs and scrutiny of curriculum documents etc., and provides appropriate support and guidance to teachers. The school organises peer lesson observation and teaching demonstrations for teachers, facilitating exchanges and sharing among themselves in order to improve their teaching skills. After the implementation of teaching activities, teachers record children's performance and classroom learning conditions. They reflect on the effectiveness of learning and teaching but no specific suggestions for improvement have been made. The management should lead teachers to review the effectiveness of the curriculum by making use of teaching reflections and assessments, and providing concrete suggestions in order to inform curriculum planning.
- 2.4 The school has taken cultivating children's moral development as the major concern in recent two years. It has used external resources to introduce materials for moral education activities to help K2 and K3 children understand emotions and learn how to deal with negative emotions. The school enhances teachers' knowledge of the subject through training and lesson observation. The school is advised to consolidate its experience in implementing moral activities, review their effectiveness and then select appropriate content to enrich the design of the school-based curriculum according to the school situation and children's needs. Meanwhile, the management should assist teachers in putting the training into practice in the classroom learning in order to help children develop positive values.
- 2.5 The school has identified supporting the needs of NCS children as another major concern in recent two years. Through teacher training and exchanges with professionals, the school has helped teachers make use of teaching materials and skills to support NCS children in learning Chinese. As observed, the K3 NCS children understand teachers' instructions in Chinese, and they try to respond with Cantonese vocabulary. The K2 and K1 NCS children begin to understand and follow simple instructions. However, as NCS children tend to communicate with their peers in English, it is important for the school to enhance their motivation in learning

and applying Chinese and create real-life Chinese language context. Teachers should give them more opportunities to share, and apply appropriate strategies flexibly, like adapting the design of activities and increasing opportunities for peer conversations, in order to strengthen their interest in learning Chinese.

- 2.6 The school makes good use of its space in the lobby and corridor walls to arrange play materials for children to manipulate and play. Teachers display children's two-dimensional and three-dimensional works in the classroom for mutual appreciation. They set up different interest corners in the classroom and provide materials for children to participate in fine motor games and role-play activities. During free choice activities, children work quietly and K3 children participate in chess activities according to the rules. Teachers should enrich the setting of interest corners and provide a variety of materials to facilitate children's exploration and play, so that children can enjoy and have fun. Meanwhile, teachers can also design cooperative play to encourage children's interaction and give children more opportunities to express and communicate.
- 2.7 Teachers are friendly and often praise children for their positive behaviour. Teachers deliver clear explanations and use mystery boxes, puppets and multi-media pictures to stimulate children's interest in learning. They arrange physical activities such as playing slides and climbing frames and so forth. Children demonstrate good body coordination skills. During skills training, teachers should reduce the waiting time for children to ensure that they have sufficient time to engage in gross motor activities. During the music activities, teachers sing and perform rhythmic movements with children. They are advised to design music games that can allow children to use their senses and bodies in rhythmic movements and enjoy the fun of music. Teachers use strategies such as seating arrangements and individual guidance to cater for the diverse needs of children. However, the management should support teachers to master the skills of catering for the diversity of children, such as grouping and peer assistance, so that they can flexibly use appropriate teaching strategies to cater for the diverse needs of children.
- 2.8 Children are kind and friendly and take the initiative to greet others. They learn conscientiously and listen attentively to teachers' instructions while completing their tasks. Children get along well with their peers and participate in classroom activities together. They are familiar with classroom routines and display good self-care abilities by tidying up learning aids and materials by themselves after activities.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school should follow up on the recommendations of the last Quality Review, enhance teachers' understanding and participation in SSE, and lead the team to take a holistic view of the school situation and identify major concerns based on development priorities and needs. The school should also set clear objectives for the major concerns, systematically use children's performance to focus the review of the work plan to reflect the actual effectiveness of the major concerns, and enable progressive improvement of school quality in all aspects through the SSE cycle.
- 3.2 The school should strengthen professional leadership to provide timely advice and support to teachers at different levels of work, including leading teachers to review and remove the curriculum content and assignments that are excessively difficult, and revising the schedule during the kindergarten-primary transition activities. The management should provide guidance to teachers to use teaching strategies flexibly and to improve the environment set-up and teaching skills in order to enhance the effectiveness of learning and teaching. In addition, for child assessment, the school should also review the balance of the assessment items and set the assessment criteria in order to have an accurate and comprehensive picture of the children's learning performance.