

**School No.: 614920**

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

**Tung Wah Group of Hospitals Mr. & Mrs. Lee  
Yin Yee Nursery School**

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**17, 19 & 21 October 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: 17, 19 & 21 October 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 upholds the mission of the sponsoring body and puts the purpose of taking care of and nurturing children into practice. The management makes good use of the online platform developed by the sponsoring body, where the team exchanges teaching experiences with peer schools, thereby facilitating inter-school professional exchanges. To tie in with the trends of education development and school-based needs, the management taps resources with flexibility and explores sustainable development strategies in terms of curriculum planning and teacher training, leading the team to strive for improvement proactively. The school encourages its staff to pursue on-the-job training. A dedicated session for professional development has also been set for organising school-based training activities when necessary, which is conducive to enhancing teachers' professional competence. Teachers are dedicated to their work. They get along with each other harmoniously and discharge their duties in different positions, such that the daily operation of the school can be implemented smoothly.
- 1.2 The school practises the rationale of school self-evaluation (SSE) in its day-to-day work. In order to facilitate the school development, the management formulates strategies for enhanced work by guiding the team to review the effectiveness of various work and plans regularly. The school has followed up on the recommendations of the previous Quality Review (QR) to improve teachers' skills in teaching nursery rhymes and telling stories. In recent years, it has regarded strengthening teachers' competence in planning music activities as its major concern, so as to explore methods for arousing children's learning interest effectively. Training activities provided by the sponsoring body are arranged for teachers. The school also facilitates teachers to discuss strategies for designing music activities through organising internal discussions and peer lesson observations, thus putting the work plan into action gradually. In this school year, the school regards strengthening the elements of free exploration in plays as another major concern. It assists teachers to understand the relevant rationale through organising professional

training and inter-school observation activities, etc., which are conducive to the progress of work.

- 1.3 The school actively promotes a caring culture and accepts children with different backgrounds and special needs by upholding the school spirit of “education for all”. It also strives to create an inclusive atmosphere for children to learn in a harmonious and friendly environment. The school has established an effective identification and referral mechanism, it utilises different strategies and introduces external professional services to aptly support children in need. The school has extensive experience in taking care of the learning of non-Chinese speaking (NCS) children. Teachers actively apply acquired knowledge from training activities and make flexible use of numerous strategies such as the grouping method and enhancements on teaching aids to attract children to learn, thereby increasing learning effectiveness. The school attaches great importance to home-school communication. It maintains close liaison with parents through optimizing the use of various channels, which fosters their mutual understanding and the discussion on measures of promoting children’s growth. The school is able to address NCS parents’ needs by adopting a bilingual approach to conduct parent-related work such as disseminating circulars and organising parent education activities, so that parents keep abreast of the latest news of the school and parenting information, thereby increasing their competence in parenting. Parents trust and recognise the school, which lends support for home-school cooperation to promote happy learning and healthy growth of children.

## **2. Learning and Teaching**

- 2.1 Making reference to the sponsoring body’s curriculum aims and outlines, the school selects appropriate stories and designs its school-based curriculum based on children’s life experience, abilities and needs. The curriculum is comprehensive and balanced, covering all learning areas. The school puts much effort on cultivating children’s interest in learning by facilitating their use of languages in daily life, thereby enhancing their listening, speaking, reading and writing abilities. The school helps children cultivate positive attitudes, acquire skills and construct knowledge in daily learning. Community resources are properly utilised for organising visits and experiential activities for children, leading them to understand the community and enriching their learning experiences. Regarding the daily schedule, the school provides sufficient time for children to engage in music, physical, art and free choice activities every day to foster their balanced development.

- 2.2 The school devises the assessment items that tie in with its curriculum goals. Teachers assess children's performance by making continuous observations and keeping records. Learning portfolios are developed for children, in which assessment reports and observation records are stored to reflect children's growth from different perspectives. The school also invites parents to share their children's lives at home on a regular basis in order to understand children's development in a comprehensive manner. Taking account of NCS children's abilities, teachers adjust some of the assessment items, so that the assessment items can better reflect NCS children's learning performance. Every school term, the school compiles the information from children's assessment to inform parents of their children's overall development. Suggestions for nurturing children will also be provided to parents if necessary. Using the analyzed data, the management timely guides teachers to review the effectiveness of the curriculum implementation, thereby informing the curriculum planning.
- 2.3 The management leads the development of the school-based curriculum. It discusses the design of teaching activities with teachers through attending curriculum meetings at each grade level. It assists teachers in adjusting teaching strategies in accordance with children's abilities, so as to cater for the diverse needs of children. The management understands the curriculum implementation through conducting classroom walkthroughs, scrutinising lesson plans and teachers' reflections, and then provides timely feedback to inform teachers of how to improve their teaching. It plays the role to monitor and support the curriculum implementation. Teachers have developed a habit of reflection. They assess activity effectiveness in view of children's performance. Some teachers also provide recommendations for improvement and follow-up activities. The team reviews the effectiveness of curriculum implementation regularly and takes follow-up actions accordingly, hence enhancing teaching quality.
- 2.4 The school has considered enhancing teachers' competence in organising music activities as its major concern in recent years. Teachers actively apply the acquired knowledge from trainings to organise systematic music activities with clear teaching procedures. As observed, teachers create a pleasurable atmosphere for the activities with musical instruments, allowing children to get familiar with songs through the play. Children are engaged and sing loudly. They are also able to manipulate instruments with music. Yet, teachers may improve the designs of some music activities to enrich the musical elements therein and lead children to express their

emotions and creativity by feeling the strong and weak beats, as well as the fast and slow tempo of music, thus further enhancing the effectiveness of the music activities.

2.5 The school organises a wide range of activities as planned to help children understand Chinese culture, cultivate their sense of belonging towards the country and develop their positive values and attitudes. By conducting national flag-raising ceremonies on a regular basis, the school introduces children to the national flag and the national anthem while nurturing their sense of national identity at an early age. Teachers also lead children to explore traditional festivals such as the Lunar New Year in thematic learning and project activities, in which children learn about the origins and custom of festivals, try traditional snacks and experience various celebration activities. Parents are invited to participate in some of the festive celebrations so that they can enjoy the festive spirit with children while understanding and appreciating Chinese culture. When taking children for visits, teachers also teach them to follow instructions and take care of public property, thereby strengthening their civic awareness.

2.6 The school plans and decorates the campus meticulously, creating a warm and friendly campus atmosphere. Children's work and activity photos are displayed in the classrooms and in the corridors. Children often appreciate their work and revisit their learning. Rules of play, which are mapped out by teachers and children, are posted in the interest corners of classrooms. Children are willing to comply with the rules. Teachers thoughtfully design theme-based interest corners in the classrooms, providing diversified materials for children to play which caters for children's different abilities and developmental needs. Children participate in free choice activities according to their interests in a relaxed and joyful mood. The role-play corner provides family scenes. Children imitate taking off their shoes and hanging their clothes when they get home. They acquire life skills through role-playing and improve their social skills when interacting with peers. Various materials are available in the artwork corner for children to cut, paste and fold paper freely, or unleash their unique creativity by scribbling with giant paint brushes. A fish tank is placed in the exploratory corner. Children take turns feeding and taking care of fish so as to cultivate their responsibility. Simple experiments with tips are available for guiding children to observe and explore earnestly. In tandem, they record the test results in relation to floating and sinking and magnetism on their own, thereby acquiring exploration skills. Many books homemade by children are placed in some classrooms which effectively engage children in reading. Mailboxes are

set up to encourage children to express their feelings with simple pictures or words, so that they can apply the Chinese language in a meaningful context. Teachers often observe children. They assist children in collating the acquired knowledge and extending their interests in play by reviewing the experience with them after playing.

- 2.7 Teachers are kind and friendly. They often reinforce children's good behavior with accolades, leading to a positive teacher-child relationship. Teachers often encourage children and accompany them to face difficulties during activities. Teachers cater for children's feelings and often offer opportunities for both NCS and Chinese speaking children to play and learn together. With the prudent use of time in daily conversations and sharing, children have learnt to appreciate each other, thereby creating a positive atmosphere. In this school year, teachers have tried to enhance the free exploration elements in physical activities, which allows children to choose and utilise the play equipment according to their preference. Some activities, however, have failed to facilitate children's gross motor development. Improvements are thus required. Some of the children have relatively low safety awareness. Teachers are advised to strengthen children's safety awareness when discussing the rules of play with them to ensure their safety during play.
- 2.8 Children love going to school. They follow instructions when engaging in various kinds of learning activities, showing that they are enthusiastic, attentive and fully engaged. Children get along with each other. They are able to assign roles to each other for role-playing, which demonstrates their good social development. NCS children are able to answer teachers' questions in simple Chinese and possess good Cantonese speaking ability. Children wash their hands thoroughly after using the toilet. They also take the initiative to tidy up things and toys after activities, showing good self-care abilities.

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

- 3.1 The management is advised to encourage teachers to present their views on school development and other aspects through collective discussion so as to reach consensus among the team and map out the priority of major concerns.
- 3.2 The management must steer teachers to improve the design of music and physical activities to enhance the musical element in the music activities and to ensure children to have sufficient amount of exercises during the physical activities, which further enhance the effectiveness of learning and teaching.