

School No.: 562890

Quality Review Report (Translated Version)

Yan Chai Hospital Choi Pat Tai Kindergarten

**1/F, Yan Chai Hospital, Multi-Services Complex, 18 Yan Chai Street,
Tsuen Wan, New Territories**

19, 20 & 24 June 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: 19, 20 & 24 June 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 school organises meetings and internal sharing regularly to reinforce communication within the team. It also helps staff understand the work requirements through clear guidelines, resulting in smooth operation of daily matters. The school has followed up the recommendations of the previous Quality Review by conducting peer lesson observation among teachers and improving the set-up of the learning environment, with a view to enhancing the effectiveness of learning and teaching. The school consents to the rationale of school self-evaluation (SSE). The management leads teachers to participate in the SSE work to make suggestions for improving the arrangement of daily activities, meanwhile it formulates the focuses of the annual work plan to enhance the school effectiveness through collective discussion. This school year, the school has set promoting moral education as the major concern in light of children's developmental needs. It collaborates with external organisations to strengthen teacher training and parent education in order to help children develop positive values and active learning attitudes. The school team implements all work in a step-by-step manner, thus delivering initial results for its development plan.

1.2 The school has a clear identification and referral mechanism which enables teachers to understand and follow up the developmental needs of each individual child. It taps community resources to provide children with appropriate care and support the soonest. Recently, the school has regarded strengthening the strategies of catering for children's diverse needs as its major concern. It provides training for teachers to acquire more understanding of the strategies to support children. The school values the partnership with parents. It maintains connection with parents through a variety of channels, such as organising parent education activities and inviting parents to observe lessons or be volunteers, so as to help parents develop a better understanding of the school curriculum and enhance the effectiveness of parent education. In addition, the school informs parents of its development. Parents

recognise and support the school, and are eager to take part in activities that tie in with the school's development plan, including attending seminars and sharing their parenting experience with other parents. Home-school cooperation has become a driving force for the school's sustainable development.

2. Learning and Teaching

- 2.1 The school makes reference to teaching packages for designing integrated curriculum. The curriculum content, covering all learning areas, is related to children's daily life. It is comprehensive and appropriate for children. The school arranges visits, food preparation activities, field trips, etc., to extend children's learning. It also arranges active and quiet activities alternately and daily for children, meanwhile it provides children with sufficient free choice, physical and art activities. However, the time for music activities is a bit inadequate. The school is advised to adjust the daily schedule with the aim of facilitating children's balanced development.
- 2.2 The school keeps abreast of the trends of curriculum development. This school year, it sets strengthening the strategies of cultivating children's positive attitudes as the major concern. It formulates appropriate work strategies in light of the needs of children, teachers and parents so as to enhance their understanding of and participation in the development plan. Teachers deliver relevant learning content in daily teaching, they arrange children and parents to take part in school activities together, with a view to nurturing children's attitudes of being positive, active and appreciating each other. During morning assemblies, children share their experience of caring for and helping others in daily life, and they receive commendation from teachers and peers. The school makes good use of its space to display target behaviour, which is concrete and positive, to remind children to perform good behaviour. It also exhibits greeting cards, expressions of caring for others, etc., so as to deliver the messages of positive values and mutual appreciation to the stakeholders. Parents support the plan. They give support to, and exchange parenting experience with, one another. They are also pleased to express their commendation and encouragement to their children and the teaching team. Parents make concerted effort with the school to create an optimistic, harmonious and caring atmosphere on the campus.
- 2.3 The mechanism of curriculum planning, monitoring and review has been operating smoothly in the school. The management attends curriculum meetings and steers

the leader of each grade level and teachers to plan the curriculum. It also scrutinises teaching plans and teaching reflections so as to provide teachers with suggestions for improving the activity design. In addition, the management understands children's learning performance and offers teaching guidance to teachers through classroom walkthroughs. Teachers have established the habit of teaching reflections. They revise their teaching design through self-reflections, reviews of each theme and curriculum meetings for all teachers. This school year, the management examines the basis of the school-based curriculum, which helps the school explore the directions of curriculum refinement. The management may lead the team to properly use the information obtained from peer lesson observation, child assessment, teaching reviews and so forth for analysing the current state of learning and teaching more comprehensively, thereby further enhancing its effectiveness.

- 2.4 The objectives of the teaching activities meet children's abilities and learning needs. Teachers select teaching content from children's daily life and use real objects, photos, stories, etc., to arouse children's learning motivation. Teachers organise games for children to gain a better understanding of the learning theme through firsthand experience. Some teachers use questions flexibly to enable children to share their observation and feelings. Children are active and pleased to express their views and exchange their thoughts with peers, revealing the effective learning. The school has placed emphasis on catering for children's diverse needs in recent years. Teachers accept children and adopt different strategies to support children's learning, including adjusting the homework to gear to children's abilities and arranging peer support in learning activities. The school conducts thematic teaching activities in groups, it is, however, observed that in some classrooms where two groups conduct their activities simultaneously, the noise interferes each other and in turn affects children's concentration. Teachers may adjust the teaching method in a timely manner in accordance with children's performance, and adopt small-group or whole-class teaching approaches flexibly. They may also reinforce classroom routines to get children engaged in the activities.
- 2.5 Teachers take into account of the learning themes and children's life experiences to set up various interest corners in the classrooms, where diversified materials are provided to attract children to play in the corners. Children unleash their imagination in the role-play corner by pretending to take public transport, or buy and sell snacks in the tuck shop. They create fascinating contexts for interactive dialogues, which facilitates their social and language development. The school sets

up various play corners along the corridors for the use of each class on a rotation basis so as to increase children's opportunities and space for exploration. The design of the games meets children's interests and abilities. Children build different tracks on their own to observe the paths of a rolling ball, or manipulate musical instruments and beat time to explore different sounds. Teachers observe and participate in children's activities to know about children's performance and encourage them to make more attempts. An atmosphere for self-directed learning and good interpersonal interaction are noticed among children.

2.6 Children are lively and energetic, showing interest in activities. They are curious about the surroundings and ask questions on their own initiative. They are also willing to try out new things. Children enjoy listening to stories. They respond to teachers' questions actively, share their thoughts and feelings with teachers and peers as well as inviting peers to play together. Some children help peers or share their toys voluntarily when they play, demonstrating good social development. Children clean their hands properly before meals. They tidy up used items after meals or activities, their self-care abilities and good personal hygiene habits have been established.

2.7 Teachers assess children continuously. They observe and record children's learning by areas with reference to the teaching schedule, and then analyse children's development from their performance in activities. Teachers follow up the assessment results, thereby providing individual support to children and adjusting the teaching strategies. The management leads the team to revise the assessment items for each grade level. Teachers discuss the assessment criteria together so as to assess children more objectively and accurately. The school can reflect children's learning and development progress from multiple perspectives and provide feedback to parents in a timely manner. With the aim of fostering children's learning, the management is recommended to steer teachers to collect suitable amount of appropriate assessment information, with a view to streamlining the assessment work. In addition, the school requests parents to assess their children's performance in knowledge acquisition, which is improper and may exert unnecessary pressure on children. The school must revise this arrangement, have parents observe their children's performance in daily life, and hence, exchange the ways to promote children's development with parents.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management must bring into play its professional leadership to establish a stable team, so as to pass on the experience of curriculum development and pull together the professional capacity of teachers. It should conduct a comprehensive review of the school context, by making reference to the assessment information from different aspects and children's performance, with a view to attaining the consensus regarding the school development among the teaching team for formulation of a concrete annual work plan and the corresponding objectives to enhance the effectiveness of the SSE work.
- 3.2 The management should steer teachers to build a clear mechanism for assessment of children's learning experiences to reduce unnecessary assessment work. It should also revise the arrangement of parents' involvement in child assessment, so as to reflect children's daily performance aptly and help parents understand their children's progress. In addition, the school team must adjust the teaching strategies promptly and flexibly in meeting children's learning needs and performance, thus enhancing the effectiveness of the teaching activities.