

School No.: 543918

Quality Review Report (Translated Version)

Yan Chai Hospital Ming Tak Kindergarten

**G/F, Wing B & C, Heng Kin House, Block 1, Tin Heng Estate, Tin Shui Wai,
Yuen Long, New Territories (Kindergarten)**

28, 29 & 31 October 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 28, 29 & 31 October 2024

☒ **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 maintains liaison with the affiliated schools of the organisation. It promotes professional exchange through regular joint-school meetings and teacher professional development activities that are organised by the leadership team for experience sharing among schools. The school actively introduces external resources to arrange teacher training that is in line with its development direction, facilitating the continuous improvement of teachers. The management understands the qualifications and abilities of the team members. It allocates duties to teachers according to the school-based needs to unleash their strengths by handling the administrative affairs of the school while planning to pass on experiences. Members of the school discharge their duties properly, leading to a smooth daily operation.
- 1.2 The school has followed up on some of the recommendations of the previous Quality Review regarding learning and teaching. In terms of school self-evaluation (SSE), the school has established an SSE mechanism. The team evaluates the implemented activities and team members divide up the tasks among themselves to review the effectiveness for each domain of work and render suggestions, so as to facilitate the management to make reference to the related information to devise the development plans of the coming year. In the last school year, the school considered promoting Chinese culture and exploratory learning in nature as its major concerns. It enriched children's learning experiences through experiential activities. In this school year,

the school is still keen on facilitating children's exploratory learning in nature. It incorporates more play elements into different activities, hoping to nurture children's attitude of conserving nature and enhance their learning motivation. The school deploys the strategies for the key work in various aspects, including arranging teacher training, organising experiential activities, holding parent activities and so forth, to carry out the work plan in a step-by-step manner.

- 1.3 The school has set up a mechanism for identifying and referring children with special needs. It aptly contacts professionals to offer appropriate support services to children. To cater for non-Chinese speaking (NCS) children, the school arranges language learning groups or individual support according to children's situation to help them learn Chinese. In tandem, translated school notices are provided and NCS teachers are recruited to communicate with NCS parents, keeping the parents informed of their children's school life. The school also organises adaptation activities, talks and visits to primary schools, etc., for children who are newly admitted and those who will be promoting to primary one respectively. Parents are invited to take part in some of the activities so that both parents and children can get a grasp of the new school environment and learning mode. All these help children immerse themselves gradually in different stages of school life. The school communicates with parents through multiple channels. Parents keep track of the direction of school development and build a good relationship with their children by participating in parent-child activities. The parent-teacher association forms parent groups and recruits volunteers to strengthen the connection between parents while assisting in school activities to foster home-school cooperation.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and teaching

packages, the school compiles teaching materials with themes centring around children's life experiences to design a school-based curriculum. The curriculum content covers all learning areas, addressing the cultivation of children's attitudes as well as their acquisition of skills and knowledge. The school facilitates children to interpret the content of the moral picture books through drama so as to deepen their understanding of good character. It also launches a moral award scheme to encourage children to practise behaviour like observing rules and being grateful. To enrich children's learning experiences, the school arranges diversified outdoor visits and experiential activities. It carries out project learning in which teachers lead children to explore and discover the themes they are interested in, with a view to enhancing children's active learning. The activity schedule of the half-day classes is properly planned, but the time of daily music activities for the whole-day classes needed to be increased. The school must also revise the arrangements of primary one adaptation week for K3 children to ensure a balanced daily schedule. Besides, some homework content of Language and Early Childhood Mathematics for K3 children in the second school term is too difficult. It is necessary for the school to remove such content to meet children's developmental needs.

- 2.2 The school has formulated a policy on the assessment of child learning experiences. Teachers deliberate the assessment items and specific assessment criteria. They observe and record children's learning continuously. At the end of a school term, teachers conduct appropriate summative assessments which can reflect children's performances at different stages specifically. Moreover, they utilise the assessment results to inform curriculum planning and follow up on the learning of children. The school develops learning portfolios for children to systematically maintain their developmental records. Teachers distribute the assessment results to parents on a regular basis and suggest ways to facilitate children's improvement. Thus, home

and school work hand in hand to foster the growth of children.

2.3 The school has established a curriculum management mechanism. The management is responsible for curriculum coordination and leads team members to share the work of preparing teaching plans. Meanwhile, the management conducts classroom walkthroughs, scrutinises lesson plans and attends meetings to understand and monitor the curriculum implementation, and then gives timely advice to teachers. Teachers reflect on their teaching and review in depth with colleagues the effectiveness of learning and teaching of each learning theme, including analysis of children's performance, teaching highlights and difficulties, and strategy refinement. The management may record the key points of the cross-grade level and whole-school curriculum meetings for the team's easy reference and follow-up work of informing the curriculum.

2.4 The school actively promotes Chinese culture. It arranges children to learn about different aspects of traditional culture like festivals, food and art through various channels, thereby strengthening their sense of national identity. Elements of Chinese culture are incorporated into the curriculum, such as designing themes about Chinese festivals for children to understand the origins, custom and celebration ways of these festivals. Project learning about Chinese culture is carried out in each grade level for children to explore traditional food, folk toys and the Four Great Inventions, thus deepening their understanding of things in ancient China. The school holds a Chinese culture week and an array of cultural experiential activities for children to learn more about traditional Chinese art by visiting museums, enjoying puppet shows and face-changing performances, trying to create ink paintings and dough figurines and so forth. Children show great interest in Chinese cultural activities. As observed from children's works displayed on campus, children meticulously created drawings of blue and white porcelain vase. The patterns are delicate and illustrate

traditional Chinese characteristics. The school arranges for school-wide participation of the national flag raising ceremony every week and on important days while training K3 children to be flag raisers and flag guards to nurture their sense of belonging towards the country from an early age. On the whole, the effectiveness of the work in this respect is evident.

2.5 Since the last school year, the school has set the promotion of exploratory learning in nature as its major concern to cultivate children's love for nature and develop their environmental awareness. The school has tried to incorporate themes about nature, such as rocks, wetlands and insects, into the curriculum of K3. In addition, the school organises visits and outdoor activities for each grade level, including geological exploration throughout Hong Kong, visits to the Reptile House and Hong Kong Wetland Park, so that children can cultivate their appreciation of nature by observing and admiring natural scenery. As observed during lessons, children watered the plants in the exploratory corners painstakingly and watched carefully the features of different stones. In thematic activities, children were able to identify the behaviour expected of keeping places clean while engaging in waste separation actively and properly. Children demonstrate behaviour of caring about nature as well as their environmental awareness. The plan has delivered results.

2.6 The school premises are bright and neat. Teachers decorate the corridors and classrooms with children's traditional paintings, adding Chinese cultural vibes to the campus. The school has a spacious indoor activity venue where a wide range of physical equipment and musical instruments are available for children to carry out physical and music activities in an adequate space. Teachers design a number of interest corners in classrooms where children can play during free choice activity sessions. Reading corners are comfortable and furnished with theme-related books. Teachers set up learning corners on the walls of classrooms and children participate

in the learning games wholeheartedly to consolidate their learning. There are various materials in the exploratory corners for children to manipulate freely. According to observation, children took the initiative to explore things that were related to the themes. For instance, with the theme of stones, K3 children walked on pebble path. They also touched and shone a flashlight on the stones in a paper box to discover the different textures, colour and shapes of the stones. The school may provide exploration foci for some of the games other than the thematic learning ones with a view to catering for learner diversity.

- 2.7 Teachers care for children and have a good relationship with them. Children observe rules and are friendly and cooperative. Some teachers are good at using tones and facial expressions when speaking, drawing children's attention effectively. Children love listening to stories. They enthusiastically express their views in response to the illustrations in the picture books. The classroom management of teachers is good. Teachers not only pay heed to the safety of activities, but also provide sufficient opportunities for children to learn to take care of themselves. Children have developed routines for free choice activities, including planning corner activity participation, complying with the corner rules and recording the finished items, showing good self-management. With regard to reviews, some teachers guide children to talk about the games they played and how much they like about the games. Teachers are advised to encourage children to share their play experiences or discoveries to nurture their curiosity and exploratory spirit. Children are full of energy. They have good coordination of gross and fine motor skills, and are able to grasp physical movements. Children have a sense of rhythm and unleash their creativity to make different types of artworks. However, teachers are recommended to offer more opportunities to children for playing musical instruments on their own and feeling the melodies. Teachers could also improve the design of music

activities through mutual exchange during peer lesson observation.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established an SSE mechanism. The management may lead teachers to analyse the work progress of the school, discuss the development directions based on the school context and set success criteria that are more aligned with the task objectives so as to review the effectiveness of the work plans pragmatically.
- 3.2 The school must revise the daily schedule of music activities for the whole-day classes and the schedule of primary one adaptation week for K3 while removing the excessively difficult homework for K3 in the second school term to foster children's appropriate and balanced development. Teachers are advised to provide exploration foci for some of the games to cater for learner diversity. They should also enrich the review content and improve the design of music activities through professional sharing among peers.