

**School No.: 563412**

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

**Yan Chai Hospital Shan King Kindergarten**

**Adjacent to Community Hall, Shan King Estate Phase I,  
Tuen Mun, New Territories**

**22, 23 & 25 June 2021**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2021)**

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**Dates of Quality Review: 22, 23 & 25 June 2021**

- 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 sponsoring body supports the school's development by giving advice with regard to the administration management work. It also organises joint-school teacher development activities to facilitate the professional growth of the teaching team. The management can demonstrate the role of a leader effectively. It strives to arrange the environment and facilities in ways that are conducive to children's learning, and organise cross-school observation activities to strengthen teachers' skills in designing interest corners which in turn enhance the effectiveness of learning and teaching. The management understands teachers' interests and abilities. It allocates duties effectively to exploit their strengths. The school values the communication and collaboration among team members, and regarded it as one of the major concerns in the previous school year. It has increased the opportunity of cooperation and experience sharing among teachers to foster the cohesion of the team.
- 1.2 The school has followed up the recommendations of the previous Quality Review to develop a proper school self-evaluation (SSE) mechanism. The school analyses the views of stakeholders and reviews the work effectiveness, and then formulates the development plan for the upcoming school year based on the review results. Last school year, the school set arousing children's interest in reading as another major concern. This school year, its development focuses are enhancing children's expression abilities and interest in art activities respectively. The school has set specific task objectives and deployed focused strategies from the perspectives of teacher training, environment set-up, parent education, etc., and review and follow up the implementation of the work plans in a timely manner. The school is able to put the inter-connected self-evaluation process, viz. planning, implementation and evaluation into practice, resulting in the systematic implementation of the work plans.
- 1.3 The school upholds the rationale of education for all and cares about the diverse needs of children. It establishes an effective mechanism to identify and refer children in need. It also maintains liaison with parents and relevant professional

groups to ensure professional assessment and follow-up services are provided for children the soonest. The school attaches importance to the communication and collaboration with parents. Through daily encounters, phone calls, circulars, etc., it helps parents understand the education rationale of the school and encourages them to facilitate their children in the teaching activities, joining hands with the school to nurture children's joyful growth. The school is aware of the importance of parent education. It organises seminars, parent-child activities and volunteer activities to enhance parents' competence in parenting. Moreover, the school gives non-Chinese speaking parents suggestions to support their children to integrate into school life. It invites them to participate in school activities and share their culture and living habits, so as to create an inclusive culture on the campus.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages to design integrated learning activities using themes. The curriculum fully covers different learning areas to help cultivate in children positive values and attitudes, construct knowledge and acquire skills. The school places emphasis on children's moral development. Teachers share stories with children to nurture their optimistic attitudes. They also assign children to be little helpers and arrange community visits, in order to help them learn to assist and care about others. The school designs appropriate daily schedule to arrange different kinds of activities for children to gain balanced learning experiences.
- 2.2 The school designs a comprehensive assessment of child learning experience according to the learning objectives. Teachers observe children continuously to understand their learning progress, and summarise their development at different stages in a timely manner with concrete descriptions. Teachers know children's development patterns well and analyse children's performance objectively. They give recognition to children's strengths and are also able to highlight the areas that are yet to be developed. The school develops learning portfolios for children to keep the observation records and their works, and disseminates the portfolios to parents in a timely manner for them to understand children's learning and development. Concrete suggestions are also given to parents to help them nurture their children.
- 2.3 The school has put in place a well-developed curriculum coordination and monitoring mechanism. The management leads teachers to devise the curriculum

outline. Teachers plan lessons, including arrangement of teaching activities and assessment, before the commencement of learning themes. The management monitors the implementation of the curriculum by means of meetings, scrutinising documents, classroom walkthroughs, etc. Meanwhile, it gives teachers concrete teaching suggestions in a timely manner. The school's teaching review mechanism is clear. The management designs comprehensive tools to help teachers reflect on teaching and thematic activities systematically based on children's performance. The school analyses children's assessment information to inform the planning of curriculum and teacher training activities.

- 2.4 The school regarded enhancing children's interest in reading as the major concern in the previous school year. It has made good use of the school premises to set up a library and decorates it as a cosy environment, providing parents a place to have parent-child reading with their children before and after class. The school has planned suitable strategies to encourage parents to participate in training as storytellers for children, which bolstered their confidence in storytelling. In the meantime, the opportunities for children to listen to stories have been increased too. The school has invited parents to share their experiences of parent-child reading, so that parents could learn from each other's experiences. This has also encouraged parents to tell stories to their children at home. Besides, the school has enriched the variety of books and deliberately increased the number of books which are related to children's life experiences, so as to facilitate children to select and read more books according to their preference. From observation, teachers read with children at the reading corner and conduct role-playing games. Children are attentive and engaged, showing great interest in the story plots and games.
- 2.5 The school has included the enhancement of children's expression abilities as one of the major concerns in this school year. It encourages children to share their discovery and experience in play after free choice and physical play activities. Children are excited and eager to share their favourite play and the play experience with peers. Teachers have applied last year's strategies in cultivating children's reading interest to guide children to share the story plots and their feelings during storytelling. K3 children are also arranged to share their favourite books and the interesting parts in the stories with peers. To facilitate children's oracy, the school may further strengthen teachers' skills of questioning and following up on children's response, so as to help them express their thoughts more effectively.
- 2.6 Another major concern of the school in this school year is to arouse children's interest

in art activities. Teachers have designed a variety of school-based art activities according to children's abilities. Children can use different tools, skills and materials to create. This can enrich children's experience in art and craft and stimulate their creative ideas. The school has also arranged teachers to visit painting exhibition and participate in training, with a view to strengthening teachers' skills of displaying children's artwork as well as using unwanted domestic materials as art and craft materials. The school not only adds vitality to the school environment by making good use of children's cooperative artwork to decorate the campus, but also can encourage children to turn unwanted domestic materials into various artwork. The school capitalises on parent resources effectively to invite them to visit different community facilities with their children, with a view to enriching children's life experiences, thereby helping children integrate their prior experiences into their creative work. The school has exhibited children's work on the sharing day for parents to let them understand the effectiveness of the major concerns as well as children's aesthetic development.

- 2.7 The school has re-organised the spaces to provide suitable venues for children to participate in music, physical play and thematic activities, which enhances the effectiveness of activities. The interest corners in the classroom are displayed according to the themes with manipulative and exploratory materials for children to conduct play activities. Teachers set up exploratory activities that are related to daily life such as inviting children to experience the textures of eggs and wool yarn with their sense of touch, and use a torch to explore light and shadow. Children are able to understand the characteristics of different materials and natural phenomenon through senses.
- 2.8 Teachers cater for learner diversity. They adopt different strategies such as individual care, grouping and homework adjustment to support children's learning. Teachers also design learning activities with different levels for children to construct knowledge and acquire skills through manipulating teaching aids according to their own interests and abilities. Teachers participate and intervene in children's play in a timely manner to facilitate their learning. Children are keen learners and happy to participate in activities. They are kind, polite and proactive to greet and talk with people. At the end of activities, children take the initiative to tidy up toys and teaching aids, manifesting their sense of responsibility and good self-care abilities.

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

The management is able to demonstrate professional leadership to lead teachers to implement the SSE rationale. It reviews the school's work effectiveness and formulates the development plan for the next stage to promote the school's continuous improvement. In recent years, the school is able to enhance the effectiveness of learning and teaching. It may continue to help teachers grasp questioning skills effectively through training, so as to further strengthen children's expression abilities.