

School No.: 563404

Quality Review Report (Translated Version)

Yan Chai Hospital Tung Pak Ying Kindergarten

**G/F Wing B & Wing C, Shek Tai House, Shek Lei (I) Estate, Kwai Chung,
New Territories**

22, 23 & 25 November 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: 22, 23 & 25 November 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 management has served the school for years and knows its operations well. They have built a rapport with each other. The school has followed up on the recommendations of the previous Quality Review to provide school-based training for teachers in light of its development needs. It also encourages teachers to attend external training to enhance their professional competence. In recent years, a number of new recruits have joined the staff team. Through appropriate induction activities, the management helps the newly recruited teachers to understand the job requirements expeditiously. It assigns duties according to the school-based development needs, teachers' experience and preferences. A harmonious working atmosphere is created by holding social activities on a regular basis. Members of the school communicate well with one another and perform their duties properly. The school runs its daily operations smoothly.
- 1.2 The school has established a clear school self-evaluation (SSE) mechanism. Teachers gain an understanding of the effectiveness of various aspects of work and areas for improvement through different ways like meetings and questionnaires, and then take appropriate follow-up actions. At the end of each school term, the school contemplates the development direction of the coming year based on the content of the reviews of the current school year. The school has regarded enhancing the effectiveness of music activities and promoting national education as its major concerns in the last two school years. The focus of last school year was enhancing teachers' relevant professional capabilities, while in this school year the emphasis is on teachers applying what they have learnt to help children enjoy the fun of music activities and cultivate their sense of national identity. The school implements the major concerns through various strategies, such as providing teacher training and refining the curriculum design. It carries out the relevant arrangements in an orderly manner, and some of the efforts have delivered results.
- 1.3 The team accepts and cares for children's different needs. It identifies children with

special needs effectively so as to make referrals and follow up promptly. It also maintains close liaison with parents to jointly support children. The school deploys appropriate strategies to care for the newly admitted children and helps them adapt to school life gradually. Regarding the interface between kindergarten and primary education, apart from providing parents with primary one admission information, the school also arranges children to visit the primary schools in the district and invites graduates to share their primary school life, thus helping K3 children be mentally prepared for attending to primary school.

- 1.4 The school values home-school cooperation and maintains communication with parents through channels like phone calls and face-to-face meetings. It holds seminars for parents from time to time so as to improve their competence in parenting. The school also recruits parent volunteers to help with the school activities and arranges different parent-child activities for parents on a regular basis. Parents understand the school's teaching rationale and children's learning by participating in the activities. They are willing to engage in school activities, and they trust and support the school.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to develop the school-based curriculum. It designs the thematic teaching outline according to the life experiences of children. The content is comprehensive and balanced which covers various learning areas. The school attaches importance to children's moral development and integrates the related elements into different learning themes. The focus of moral education is set each school year in accordance with children's needs. It designs diversified activities for children to learn positive values, such as caring for others, cherishing what we have and being grateful in real-life scenarios. The school provides children with time to learn in whole-class, small group and individual modes every day, of which active and quiet activities are arranged alternately. It also offers sufficient opportunities for children to engage in music, physical, art and free choice activities, which is conducive to the balanced development of children. Nonetheless, some content of K3 second term homework developed by the school is rather difficult. The school must review and remove those content in order to meet children's abilities and learning needs.
- 2.2 The school has revised some of the methods for collecting and collating assessment

information in the last school year. It aims to enhance the effectiveness of assessment by facilitating teachers to demonstrate and analyse children's development in detail. Teachers observe children continuously to assess children's performance. Teachers also invite parents to inform them of their children's performance at home, hence allowing them to understand children's development from multiple perspectives. Teachers develop learning portfolios for children to systematically maintain records of observation, learning records and so forth, as evidence of children's growth. At the end of the school term, teachers also summarise children's learning and notify parents so that parents can follow up on the development direction of children. In this school year, the school is keen to increase the usage of data analysis, yet it uses mean value calculation to present children's performance in various learning areas. Such practice cannot reflect children's learning progress accurately, and the school must make proper amendments so as to enhance the effectiveness of using assessment data to inform curriculum planning.

- 2.3 The school has an explicit curriculum management mechanism. The management holds meetings with teachers regularly to lead them to discuss the content and the arrangement of learning activities. It also conducts classroom walkthroughs frequently to provide support and comprehend the actual teaching situation. The management monitors the implementation of the curriculum by attending meetings, scrutinising lesson plans and teachers' reflections, etc. It guides teachers to evaluate the effectiveness of teaching and examine the difficulties therein according to children's performance. Teachers then take follow-up actions and make improvements. After the meetings, teachers make use of the review results to inform curriculum, putting the SSE rationale of "planning, implementation and evaluation" into practice in their daily teaching.
- 2.4 The school has set enhancing the effectiveness of music activities as its major concern in recent years. Teachers design scenarios to stimulate children's imagination. They guide children to learn new songs, group children to sing in a round, etc., in a vivid and lively way to engage children in the activities. As observed, there is a joyful atmosphere in most of the music activities, and children get into the swing of the activities. They sing loudly and move their bodies according to the lyrics. They also tap out the beat with the rhythm of the music spontaneously. Nevertheless, the quality of teachers' skills in leading music activities varies. Teachers are advised to participate in peer lesson observation continuously, so as to foster professional exchange within themselves and further

enhance the overall teaching effectiveness of music activities.

- 2.5 Promoting national education has been another major concern of the school in recent years. The school celebrates on special days, such as Hong Kong Special Administrative Region Establishment Day and National Day. The school also forms a flag-guards team for the national flag-raising ceremony to facilitate children's understanding of the meaning of the national flag and National Day, hence cultivating in children a sense of belonging to the country. Teachers set up a Chinese culture area in the classrooms periodically to put up information like the "yum cha" culture and the historic sites of China. They also include activities like ink-wash painting, Chinese costume appreciation and hometown speciality introduction into different learning themes to deepen children's understanding of Chinese culture. Teachers take festivals as starting point to share with children the stories of festivals. They let children make mooncakes and experience lion dance so that children can gain an understanding of the custom and experience the joy of Chinese traditional festivals. Children also learn and put into practice the positive values and attitudes like following the rules and safeguarding public property in daily activities. The various strategies of the major concern are being implemented progressively and their effectiveness is seen gradually.
- 2.6 The school uses its space flexibly. It displays children's work in classrooms, on the poster boards and in the areas along the corridors for children to appreciate. It also sets up a constructive area and drawing area in the corridors outside the classrooms such that children can engage in relatively large scale constructive activities and scribble with crayons on the floor, thus increasing children's play area. Normally, classes carry out music activities in their classrooms. When switching to another activity, teachers and janitors quickly change the props and equipment of the venue to ensure that children have ample time to engage in the activities. There are sufficient teaching resources in the classrooms, with a variety of toys that meet children's abilities and learning needs. Teachers let children participate in the set-up of the classrooms including writing the corner rules and making the play materials for the imaginative play corner. Children simulate scenarios like living the family life and shopping at supermarkets in the imaginative play corner, which not only nurtures their imagination, but also consolidates what they have learnt in class. In the free choice session, children join in different activities according to their own interests, such as colour mixing, colour changing exploration and cooperative painting. The atmosphere is relaxed and joyful.

- 2.7 Teachers are caring. They are kind to children, and the teacher-child relationship is good. The classroom management skills of teachers are fine which is conducive to establishing and implementing the classroom routines thoroughly. While designing activities, teachers attach importance to chances of children's participation and their learning through experience. In physical activities, children create play by making use of the balance beam, hula hoops, etc., freely. Children play enthusiastically in games like running, jumping and throwing balls on their own initiative, fostering the development of gross motor skills. After free choice activities, teachers invite children to share about their play experience. However, the sharing is generally ineffective in summarising what children have learnt. Teachers are recommended to tie in with children's needs to guide them to share in focus so as to inspire their thinking and consolidate their learning. In this way, the effectiveness of the review activities can be enhanced.
- 2.8 Children are courteous and friendly, and they get along with one another. They follow rules and are attentive when participating in the activities. They observe the items displayed by the teacher carefully, demonstrating curiosity and learning interests. Children care about people and the things around them. They draw message cards for friends who are unwell and for the injured dolphin that is reported in the news, and they also help one another during physical activities. They are able to put on and take off their shoes, and take the initiative to return the equipment after activities, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The management leads the team to realise the rationale of SSE in its daily work, and promotes the school's development with teachers. The school must make amendments to the practice of presenting children's performance in various learning areas through mean value calculation so as to enhance the effectiveness of using the assessment information to inform curriculum. It is also required to review and remove the relatively difficult parts of the K3 homework to meet the abilities and learning needs of children. After play, teachers may guide children to share in focus to inspire their thinking and consolidate their learning, thereby further increasing the benefits of review activities.