

School No.: 563390

Quality Review Report (Translated Version)

Yan Chai Hospital Wing Lung Kindergarten

**G/F, 107-120, 122 & 124, Choi Yuk House, Choi Yuen Estate,
Sheung Shui, New Territories**

5, 6 & 8 March 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: 5, 6 & 8 March 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 has a clear organisation structure with well-defined authorities and responsibilities for different levels. The two senior teachers assist the principal in promoting curriculum development and managing administrative matters effectively, leading to proper daily operation of the school. The management has ample administrative experience and is familiar with the trends of development of early childhood education. It strives to pass on experience and provides teachers with guidance and support, so that teachers can understand the curriculum rationale and development plans of the school, as well as their own strengths and developmental needs. The school has followed up the recommendations of the previous Quality Review. It steers the school team to explore effective approaches in a focused manner to enhance children's learning effectiveness through school-based professional exchange activities, thereby promoting the sustained advancement of the school with concerted effort.
- 1.2 The school has established a clear mechanism of school self-evaluation (SSE). Based on the task objectives, the management steers all teachers to make proper use of information such as children's performance, stakeholders' views and activity questionnaires to review the effectiveness of the work. It then plans the annual major concerns in light of children's needs and the curriculum development trends. The school has taken strengthening the element of free exploration in play and facilitating children's self-directed learning ability as its development focuses in recent two years. It is able to formulate appropriate objectives and implementation strategies from the perspectives of teacher training, curriculum design, parent education, etc., meanwhile reviewing and following up in a timely manner. The overall planning of the school is appropriate, hence the plan has been implemented smoothly.
- 1.3 The school taps resources from its sponsoring body and the community, and puts efforts to implement the work of child care and parent education. Teachers care about children and understand their developmental pace and needs, so that children

can receive professional support and referral service the soonest. In addition, teachers follow up children's emotional and social development, meanwhile providing them with individual care and helping them integrate into the school life. The school maintains close communication with parents. It organises seminars and parent-child activities which are of a great variety and tie in with its development focuses, as well as arranges lesson observation for parents. It keeps parents informed of their children's learning, the curriculum characteristics and parenting skills. The school provides parents with updates on children's school life and parenting information regularly. It also invites parents to tell stories on-site and assist in conducting visits, which promotes home-school cooperation. Parents trust and support the development of the school, and join hands with the school to help children grow up healthily and joyfully.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and takes into account children's abilities and interests in devising its integrated curriculum with real-life themes. The curriculum covers all learning areas, and includes the cultivation of children's attitudes and the acquisition of skills and knowledge. The school designs project activities for children to explore and create artworks based on topics that are of their interests. It encourages children to take the initiative to learn and unleash their creativity. Diversified learning experience is provided for children. The school arranges active and quiet activities for children alternately, meanwhile providing time for whole-class, group and individual learning activities. Yet, K1 children are not provided with sufficient opportunities to engage in physical activities while K2 children do not have sufficient opportunities for music activities on one particular day each week. The school is required to improve the daily schedule to facilitate children's balanced development.
- 2.2 The school formulates the policy on the assessment of child learning experience in accordance with the curriculum aims. It develops learning portfolios for children to keep records such as relevant assessments, observation reports and children's work systematically to inform parents of their children's learning. The information is also used as the basis for reviewing the curriculum. The school documents children's performance during activities by means of continuous observation. The assessment content covers all learning areas. However, the school may conduct an integrated analysis of relevant assessment information, with a view to understanding

children's progress and summarising their performance. Hence, it is unnecessary to arrange the "Child Development Assessment Month" before the end of a term.

- 2.3 The school has established the curriculum management mechanism. The management is able to demonstrate the function of curriculum leadership and understand the implementation of the curriculum through scrutinising teaching documents, classroom walkthroughs, lesson observation, etc., so as to provide teachers with suggestions and support. The management leads teachers to conduct focused study and lesson observation activities regularly in light of the development focuses of the school, with a view to exploring the approaches to facilitate children's learning. Teachers have professional exchange among themselves in a focused manner. They reflect on and review their teaching from multiple perspectives, while making concrete suggestions for improvement. The school arranges transition activities to facilitate the interface between kindergarten and primary school for K3 children with care, so as to get them psychologically prepared for transiting to primary school. The school must adjust the learning content and the arrangement of Primary One simulation activities for K3 children. In the meantime, spelling and memorisation activities should be cancelled.
- 2.4 In recent two years, the school has set their major concerns to promote children to learn through play, strengthen the element of free exploration in free choice activities, and enhance children's self-directed learning ability. Last school year, the school strived to improve the environment set-up, purchased teaching facilities and resources, as well as encouraged teachers to create a flexible activity space and establish a rich learning environment. At the same time, the school made good use of external professional support to provide training for teachers, enabling them to master the rationale of play and skills of conducting play activities through collaborative lesson planning, lesson observation, study, sharing and other activities. Having undergone many times of teaching reviews and exchange, teachers noticed that children were able to progressively select different tools, playmates and ways of play according to their interests and abilities, which helped the school team further reflect on the roles of teachers in play.
- 2.5 This school year, the school has taken strengthening teachers' roles as interveners and observers during play as the work focus. It revises the content of relevant observation record form for teachers to mark down and analyse children's performance during play. As observed, the classroom set-up is relevant to the themes while abundant and diversified materials are placed in the interest corners.

Children may create on their own or invite peers to explore different ways of play together. For example, they carry out the experiment of pouring items into a bottle, thereby observing and using various containers in the exploratory corner; they pretend to be reporters, passengers or family members to develop their language and social abilities in the imaginative play corner; they also use eco-friendly materials to design games in the toy corner to practise a green lifestyle. The overall atmosphere for self-directed learning is good. Teachers walk through, observe and participate in children's activities, encouraging children to make more attempts. Some teachers can even intervene in a timely manner and guide children to think of the solutions to solve problems. Teachers may continue to extend children's experience in play according to individual children's needs and pace, thereby helping children develop their imagination and express their feelings.

- 2.6 Teachers are pleasant and friendly. They teach earnestly with good communication skill. Teachers quote examples related to children's life experience and use real objects, hand puppets, pictures as teaching aids to enhance children's learning motivation. They listen to children's sharing patiently, meanwhile encouraging children to express their thoughts by means of questioning, chatting, etc. Some teachers can make prompts according to children's responses in order to stimulate their thinking. Children respond to teachers' questions actively. The atmosphere for teacher-child interaction is good. Teachers arrange K3 children to play with K1 children so that they can learn to take care of others and develop their communication skill through play. Teachers pay attention to learner diversity. They deploy strategies including the use of picture cards to give hints, adjustment in homework, individual guidance, etc., to support children's diverse needs.
- 2.7 Children enjoy going to school. They are energetic and polite, and get along with peers harmoniously. During activities or play, children are attentive, engaged and curious. They are willing to express their views and share their feelings, demonstrating self-confidence. Children display good self-care abilities. After the afternoon nap, they put on their shoes and fold the quilt on their own. After activities, they properly tidy up learning materials and toys of their own accord, taking good care of public property.

3. Recommendations for Enhancing Self-improvement of School

The school is able to embed the inter-connected self-evaluation process, viz. planning, implementation and evaluation in its daily work and formulate major concerns that are in

line with the school context and children's developmental needs, so as to promote teachers' professional development strategically and enhance teaching effectiveness. Building on this foundation, the school must lead teachers to improve the daily activity schedule of some classes and the arrangement of the Primary One simulation activities. It should also cancel the "Child Development Assessment Month", thereby developing the school-based curriculum in an ongoing manner for the advancement of the school.