

School No.: 563382

Quality Review Report (Translated Version)

Yan Chai Hospital Zonta Club of Kowloon Kindergarten

**Wing B & Part of Wing A, G/F, Hang Yip House, Cheung Hang Estate,
Tsing Yi, New Territories**

17, 18 & 20 October 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 17, 18 & 20 October 2023

☒ **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 leadership team is concerned with the school's development. Through participating in meetings and paying regular visits to the school, it keeps abreast of the context of the school, provides the school with timely support and suggestions for improvement so as to perform the monitoring and supervision roles. The school sets up different functional groups based on its needs, and considers teachers' experience, abilities and preferences when allocating duties adequately for them to exploit their strengths. The school formulates a detailed division of labour, authorities and responsibilities, which facilitates the running of routine work. To enhance the professionalism of the team, the school lets teachers with more teaching experience to take part in duties related to curriculum leadership and administrative management for them to accumulate relevant experience. The school also organises training and peer school visits to strengthen teachers' professional competence. It devises a suitable induction mechanism for newly recruited teachers to understand its mission and curriculum characteristics, which is beneficial for teachers to grasp the teaching requirements the soonest. Teachers get along in harmony and discharge their duties properly, working together for the development of the school.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to assist the team in grasping the rationale and skills of school self-evaluation (SSE) and jointly reviewing the effectiveness of the implementation of a variety of work as well as mapping out the development direction according to children's needs. The school has regarded enhancing children's understanding of Chinese culture as its major concern in these two school years through experiencing Chinese arts and festive customs. Children are able to gain more understanding about the country and traditional culture. In addition, the school takes promoting mutual collaboration and active learning through play in children and boosting children's physical development as another two major concerns of last school year and this school year respectively. In light of the needs of various stakeholders, the school sets clear task objectives and strategies to facilitate the implementation of plans.

- 1.3 The school cares about and accepts learner diversity. There is an explicit identification and referral mechanism in place to provide proper care to children with special needs as early as possible. The school keeps communication with professionals while organising parents' meetings, home visits and so forth to gain a picture of children's performance at home, working together with parents to support children's learning and growth. With respect to the interface between kindergarten and primary education, the school holds parent seminars and arranges primary school visits to help parents stay informed. The school also invites graduates back to the campus to share their experiences. Therefore, K3 children can learn the difference between kindergarten and primary school, getting psychologically prepared for promoting to primary one. The school maintains close liaison with parents by planning parent lesson observation, volunteer activities, etc., for parents to get a grasp of their child's learning and the daily operation of the school. Additionally, the school arranges parent-child activities that tie in with the major concerns for parents to be aware of the development direction of the school. All these are conducive for the school to pull together parents' efforts to increase the effectiveness of the key tasks and support the healthy growth of children together.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and teaching packages to design an integrated curriculum with themes related to children's daily lives. The curriculum is comprehensive in content and covers all learning areas, encompassing children's acquisition of attitudes, skills and knowledge. The school offers a balanced daily schedule that children have sufficient time to engage in music, physical, arts and free choice activities every day. They are also given opportunities to learn in whole-class, group and other modes. The school arranges for children to have experiential activities in the community from time to time, such as visiting fire stations or participating in flag selling, to enrich their life experiences. In tandem, the school asks children to read theme-related current news and make simple records. Together with the sharing of observations and views, children apply the language in a meaningful context and enhance their communication skills. The school has been adjusting its homework design in recent years but some homework content for K3 in the second school term is still difficult. The school has to remove them as soon as practicable to cater for

children's developmental needs.

- 2.2 The school formulates the policy and content on the assessment of child learning experiences based on the curriculum objectives. Teachers continuously observe and analyse children's responses to activities in different learning areas according to the themes, then specifically present children's learning performance in assessment forms, observation records and so forth. Teachers disseminate the assessment information and communicate with parents timely to help them keep abreast of their child's learning progress while providing appropriate follow-up suggestions in light of children's development paces. Parents work with the school to foster effective learning in children. The management leads teachers to utilise the assessment information periodically, forming the basis for supporting individual children's learning needs and adjusting teaching strategies to inform the curriculum, so as to improve the learning and teaching quality.
- 2.3 The school has a well-defined curriculum management mechanism. The team revises the curriculum outline every school year where necessary. Then, the team members jointly plan lessons to design the teaching content before the commencement of each theme. In accordance with the performance of children, teachers examine the effectiveness of activities and some of them can even focus on teaching objectives or strategies to give suggestions for improvement. Upon the completion of themes, the management guides teachers to conduct reflections to find out the highlights and challenges of teaching, then propose corresponding follow-up measures. At the end of a school year, the management also shares with the team on how to strengthen the element of play in activities, as well as facilitating teacher-child or child-child interaction, thereby promoting professional communication among teachers proactively.
- 2.4 In the recent two school years, the school has regarded enhancing children's understanding of Chinese culture as its major concern. In the last school year, it took art activity as an entry point for children to feel the beauty of Chinese arts through learning ink wash painting, appreciating traditional folk songs and playing Chinese musical instruments such as gongs and woodblock. Meanwhile, the school holds activities such as Cantonese opera appreciation and visits to the Hong Kong Palace Museum, increasing children's awareness of the motherland's culture from different aspects. This school year, the school puts emphasis on enabling children to experience traditional festivals. It organises celebrations for the Mid-autumn Festival including making mooncakes and carrying lanterns. The school explains

the significance behind the festival to children to bring out the positive values and attitudes of family reunion, filial piety, respecting elders, etc. As observed, children cared for and helped one another as well as respected their teachers. They also knew the meaning behind the customs of the Chung Yeung Festival such as climbing mountain and paying respects to their ancestors. Besides, the school forms a flag-guard team and allows children to be in charge of the national flag raising ceremony on the National Day, so they get to know the national flag and anthem, and learn the warranted etiquette and attitude towards the ceremony. Thus, a sense of belonging towards the country and a sense of national identity in children can be cultivated from an early age.

- 2.5 Teachers furnish the classrooms with children's work and photos to create a warm atmosphere on campus. Interest corners that are in line with children's interests have been designed to enhance children's motivation to learn. Books are displayed orderly in the reading corners where teachers are pleased to read with children. Some children take the initiative to tell stories to their teachers and peers, showing interest in reading. There are abundant materials in art corners. Children concentrate on drawing on their sketchbooks or easels as well as making collages of their favourite things with patterns. Children's artworks are rich in colours and full of childlike elements. Some teaching aids are converted from toys. For instance, magnetic rods are used to pull the vocabulary props which simulate fishing scenarios, so children consolidate what they have learnt through interesting games. In consonance with last year's major concern of promoting mutual collaboration and proactive learning through play in children, the school has added a mixed-age play session to the daily schedule. Teachers decorate the school corridors, lobby and classrooms meticulously. Children are free to go to different zones and play with their peers, which is favourable for their communication and collaborative skills. They scribble on a cardboard cottage in the art zone and construct water pipes in the exploratory zone to observe how balls roll down the pipes. Children also dance along with music or create games with physical equipment in the physical zone. They are fully devoted to and enjoy these activities. In the course of play, the school is filled with joy and laughter. Teachers often join in children's games and give individual assistance to children as needed. They also guide younger children to play with peers to enhance their social skills. After play, teachers lead children to share their play experiences and discoveries to sharpen their speaking skills and boost their self-confidence. The efforts for the major concern have begun to yield results.

The school regularises the relevant strategies which head in the right direction.

- 2.6 Teachers care about children. By means of encouragement and praise, they often guide children to practise good behaviour and have built a good relationship with children. Teachers make good use of questions to help children recall their life experiences based on the scenarios from stories, so children learn to face challenges with courage and to care about people, incorporating the learning content of affective and social development into daily teaching successfully. In view of the impact of the COVID-19 pandemic on children's health in recent years, the school regards enhancing children's physical development as another major concern of this school year. Teachers flexibly utilise the campus space to enable children to change the mode of carrying out physical activities from whole-class to small groups, which effectively increases children's opportunities for stretching their gross muscles. Teachers design physical activities with an adequate amount of exercises for children to fully relax their body and mind while grasping various basic movements like walking, running and jumping, thereby developing a strong physique.
- 2.7 Children are active, passionate, lively and cheerful. They express their views and introduce their work enthusiastically. They also listen to other's sharing attentively and show mutual respect. During music activities, children learn to sing and move rhythmically in which they feel the melodies while creating actions according to the lyrics to express their emotions. Children are pleased to be little helpers or conductors to assist teachers in demonstrating physical movements and leading morning exercises, showing confidence and a spirit of service. Children display independence in school life that they can put on and take off their shoes, as well as tidy up things by themselves. K3 children also pack their quilts and comb their hair by themselves after waking up, possessing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school has established an SSE mechanism. It can review the implementation of work plans in a timely manner to set its development direction. The school is recommended to increase teachers' participation in planning major concerns and optimise the implementation strategies collaboratively with teachers to further pool the professional competence of the team. Moreover, the school must also remove the rather difficult homework for K3 children in the second school term so as to cater for children's developmental needs.