

School No.: 159018

Quality Review Report (Translated Version)

Yuen Long Merchants Association Kindergarten

**Wings A & B, G/F, Yiu Hing House, Tin Yiu Estate, Tin Shui Wai,
New Territories**

7, 8, 9 & 11 June 2021

**Kindergarten Inspection Section
Education Bureau**

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

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 7, 8, 9 & 11 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 leadership team visits the school regularly to maintain close communication with staff. It understands the school development well and provides appropriate support for the school. The management is experienced and familiar with the school operation. It maps out the development plan properly in light of the developmental needs of the school, and arranges teachers to participate in relevant professional development activities. The school team is stable. Most teachers have worked for the school for years. They actively share experience and closely cooperate with one another. The school cares about the adaptation of newly joined teachers. It equips new recruits to familiarise with the school environment and job requirements during summer holiday. It also arranges senior teachers and experienced teachers to provide individual support. The management allows staff to unleash their potential by arranging them to be leaders in different working groups. It helps groom middle management and facilitate the school's development.
- 1.2 The school has followed up the recommendations of the previous Quality Review to set clear objectives and concrete success criteria when formulating the development plan. The school is also able to devise proper training plans to enhance the professional competence of the team gradually. The school's self-evaluation (SSE) mechanism is well developed. The progress and effectiveness of the work plan has been reported and reviewed at daily meetings. It summarises the experience at the end of the school term, thereby drawing up the work focuses for the upcoming year. The school has set the enhancement of teachers' teaching skills and fostering children's moral education as the major concerns. To enhance teaching effectiveness, the school sets targets for different stages. First, it has enriched teachers' knowledge of promoting children's interaction and enhancing questioning skills. Second, the school encourages teachers to put the knowledge into practice. The teaching effectiveness will be assessed through lesson observation and discussion after class. The school has infused moral education into the curriculum

and implemented the development plan in a step-by-step manner, complemented with suitable strategies. Thus, the major concerns have achieved the expected results.

- 1.3 The school cares about children and accepts learner diversity. It taps external resources properly and solicits efforts from multi-disciplinary collaboration, in order to cater for children's individual needs effectively. Teachers identify children's needs and refer them to undergo professional assessment in a timely manner, so as to provide them with the services that they need the soonest. Teachers review the homework content for children with special needs. They communicate with parents and relevant professional teams regularly to exchange effective strategies on child care. Teachers properly record the support services that children received and their learning progress, which serve as the reference for adjusting the supporting programme in future. The school maintains close communication with parents and organises parents' day regularly for them to understand the school curriculum, focuses of the annual plan and children's learning. They work together to promote the school's development. The overall arrangement is appropriate. The school also arranges seminars and workshops for parents to provide them with practical information, enhancing the effectiveness of their parenting skills.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and selects real-life learning content as materials to design suitable learning themes for each grade level. Children can thus construct knowledge, acquire skills and develop positive values progressively. The school puts much effort to foster children's moral development. By sharing well-behaved characters and good deeds in the moral stories with children, it sets role models for them and fosters their good behaviour. The school designs appropriate daily schedule for children and arranges adequate music, physical and free choice activities every day. The school curriculum is comprehensive and balanced. Yet, some homework for K3 children in the transition programme are rather difficult, and are not developmentally appropriate for children. The school is required to revise the homework design so as to cater for children's learning needs.
- 2.2 The school has developed a sound curriculum coordination mechanism. The management leads teachers to draw up the curriculum outline. Before starting a new theme, teachers discuss the focuses such as learning objectives, teaching

strategies and assessment together through collaborative lesson planning. The management monitors the implementation of curriculum through meetings, scrutinising documents and classroom walkthroughs, and gives concrete suggestions to teachers in a timely manner. The school organises peer lesson observation to provide opportunities for teachers to share their teaching experience and learn from one another. Teachers' reflective abilities are also enhanced. The management leads teachers to review their teaching effectiveness in a timely manner. It collates and uses the assessment information to inform the curriculum design.

- 2.3 The learning assessment items match with children's learning objectives. Teachers assess children through continuous observation and report children's learning progress to parents in a timely manner. The school develops learning portfolios for children to store observation records and their works as evidence of their development. Teachers take note of children's characteristics and encourage parents to unleash children's potential according to their interests. Teachers would also provide parents with suggestions on the support strategies for children in light of their needs. The school works with parents collaboratively to cater for children's developmental needs.
- 2.4 The school has regarded the reinforcement of teachers' classroom management and questioning skills as the major concern in recent years in order to enhance the teaching effectiveness. Teachers integrate their knowledge gained from training into practice, such as using body language and clear instructions to increase children's participation in class effectively; asking questions to encourage children to express their views; leading whole class or small group discussion to inspire children's creative ideas and encourage them to solve problems by cooperating with one another. From observation, the school is effective in creating a positive learning atmosphere. Teachers make good use of their knowledge to promote children's learning. Children have developed good routines and engaged actively in learning activities. The work plan has achieved the expected results.
- 2.5 The school strengthened moral elements in the curriculum and regarded it as the major concern last school year. It introduced teaching aids related to moral education for children to understand emotions through stories, discussion, play, etc. It also provided children with concrete suggestions for dealing with negative emotions, for example, expressing their unhappy feelings to teachers and family members. The school is able to select suitable content from teaching materials according to children's experience and flexibly integrate them into different activities.

This can nurture children's positive attitudes to work hard and be persistent, and encourage them to actively think of ways to solve problems. The school implements the work plan strategically to exploit the salient features of the school-based curriculum, with a view to nurturing positive and optimistic children.

- 2.6 The school intentionally strengthens children's active learning abilities. It improves the design of corner activities to make the activities more interesting and manipulative. Moreover, it makes use of the rooms and space in the school premises flexibly for conducting activities for children. The school organises free choice fun days for all children of different grade levels to participate in various games freely, with a view to helping them develop active learning attitude and facilitate their social development. Children can choose their favourite activities at their own preference, such as creating a painting with a big brush individually or participating in activities with peers. During scientific activities, children use aluminium foil, corks and other materials to make a small boat to explore the phenomena of sinking and floating. The school provides opportunities for children to take care of the plants and fish to cultivate in them an attitude of treasuring the nature. The school encourages children to help others, like helping peers tidy up the materials in interest corners. The school also encourages K3 children to look after younger children.
- 2.7 Teachers make good use of diversified teaching materials such as storybooks, real objects and multimedia to arouse children's learning interest. Teachers explain the learning content clearly. They make effective use of visual and audio cues to maintain children's attention, and ask questions to guide children to think. Teachers embrace learner diversity. In view of children's needs, teachers adopt different strategies, such as individual support, grouping arrangement and encouraging children to help their peers, to enhance children's learning effectiveness. Children immerse in learning and often raise hands to speak up. They are eager to answer teachers' questions and take part in discussion actively to express their views.
- 2.8 The school cultivates children's interest in the arts, by means of interesting and diversified music and art activities. Teachers are good at leading music activities. With action songs in lively tempo, children sing and dance happily, play musical instruments and participate in role-playing, etc. Teachers use musical cues to help children comply with activity routines and focus on learning, which is conducive to enhancing the learning effectiveness. Teachers encourage children to try different art activities, including Chinese ink painting, knitting and collage creation, to facilitate children's aesthetic development.

3. Recommendations for Enhancing Self-improvement of School

In view of the developmental needs of children and the school-based context, the school draws up the annual work plan properly, including the formulation of clear objectives and concrete strategies. On the other hand, the school properly delegates authority and organises appropriate teacher training activities to enhance the effectiveness of learning and teaching as well as promoting the school's sustainable development. However, the school must review the transition programme of K3 to adjust the design of relevant homework, with a view to meeting children's abilities and developmental needs.