

School No.: 549304

Quality Review Report (Translated Version)

**Yuen Long Tung Koon District Association
Hung Ting Ka Kindergarten**

**Kindergarten No 2, Roof Floor, Tin Yan Shopping Centre, Tin Yan Estate,
Tin Shui Wai, New Territories**

13, 14 & 16 February 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: 13, 14 & 16 February 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 comprehends the development direction of the school and its daily operations through regular meetings, and gives advice and support to the school in a timely manner. The teaching team is stable of which the management knows the expertise of teachers well. The management assigns duties appropriately so that teachers can discharge their work and unleash their full potential. The school has a clear appraisal system. Teachers reflect on and self-evaluate their annual work and teaching performance while the management recognises their performance or gives suggestions for improvement, thus facilitating teachers' professional growth. The school also organises school-based training and peer lesson observations based on teachers' needs so as to facilitate the sharing of teaching experience, which is conducive to enhancing their quality of teaching. Team members have good rapport as well as a sense of belonging to the school. They work as one to promote the continuous development of the school.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to improve the daily schedule and refine the teaching strategies for music activities. The school has a sound school self-evaluation (SSE) mechanism. The management leads teachers to refer to the views of different stakeholders to evaluate the effectiveness of work in various areas comprehensively. They then devise the development plans collaboratively according to the school context and development needs. In the previous school year, the school regarded building a positive school culture as its major concern. Based on the review results, it consolidated successful experiences, conceived the methods of refining the strategies at the end of the school year and integrated relevant work appropriately into its daily practice for curriculum implementation. In this school year, the school considers developing a play-based curriculum as its major concern. It has joined external support programmes and arranged teacher training to enrich teachers' relevant professional knowledge in designing interesting games and enhance children's learning effectiveness. There are explicit targets and corresponding work strategies in the school's development

plans, and all the work tasks have been successfully carried out.

- 1.3 The school caters for children with different needs. It thoughtfully designs diversified teaching materials for non-Chinese speaking (NCS) children to learn Chinese, deploys manpower and invites parent volunteers to calm the emotions of individual children. It also solicits external resources and sets up a clear identification and referral mechanism to support children with special needs. The school organises a progressive daily schedule for the newly admitted children. According to children's situation, the school also discusses with parents the ways of facilitating their child to adapt, hence prompting children to integrate into school life as soon as possible. In addition, the school arranges proper kindergarten-primary transition programmes for K3 children, ensuring that they are well prepared psychologically for promoting to primary school. The school values home-school communication. It maintains close liaison with parents through various channels and keeps them informed of the development foci of the school so that parents can cooperate and boost the effectiveness of the major concerns. Parents recognise and support the school. They join hands with the school to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to design a school-based curriculum according to children's life experiences. The curriculum content addresses the cultivation of children's good attitudes towards life as well as helping them acquire skills and construct knowledge. The daily schedule of the school is properly planned as children have sufficient opportunities to engage in music, physical, art and free choice activities every day. Children are also provided with different modes of learning including whole-class and group learning. The school attaches importance to children's moral development. It encourages children to build a habit of punctuality and be courteous to others through reward schemes. Teachers let children take turns to be group leaders to complete simple tasks in order to cultivate their sense of responsibility. The school launches parent-child reading and reading aloud schemes to increase opportunities for children to read and share stories with others, with the view to raising children's interest in reading and bolstering their ability and confidence in speaking. The school uses traditional Chinese festivals as a lead-in to introduce children to the origins and custom of the Lunar New Year and Mid-Autumn Festival. It lets K3 children experience ink wash

paintings and traditional paper cuttings to strengthen their understanding and recognition of Chinese culture through a wide range of activities. However, K1 children are required to copy along dotted lines in some of the homework exercises in the second school term. These exercises do not meet children's abilities and developmental needs, so they must be removed.

- 2.2 The school sets forth assessment content that is in line with the curriculum goals and conforms to the principles of children's physical and psychological development. Teachers observe children on a continuous basis and invite parents to record children's behaviour and living habits at home in the assessment forms every week to understand children's development holistically. Teachers summarise children's performance in all learning areas at the end of each school term and create learning portfolios to show parents the development of their children, which facilitate the home-school cooperation to follow up on children's learning. The school collates and analyses the assessment information regularly to review the effectiveness of curriculum implementation, which serves as a reference for the curriculum planning of the next school year. As such, it makes use of the assessment information to inform the curriculum efficiently.
- 2.3 The school has established a systematic curriculum management mechanism. The management leads teachers to refer to the previous curriculum review records to develop a curriculum based on children's life experiences. The management often conducts classroom walkthroughs and lesson observations. It attends meetings and scrutinises teaching documents to get a grasp of the teaching and aptly gives suggestions and support to teachers, effectively monitoring the curriculum implementation. Teachers reflect on their teaching periodically. They evaluate the teaching effectiveness according to children's performance and make suggestions for activity refinements as needed. Starting from this school year, the school team reviews together the performance of children at each grade level in all learning areas at the end of each school term. Teachers then take follow-up action and adapt the teaching content accordingly, which is conducive to raising the overall effectiveness of learning and teaching.
- 2.4 Building on the experience of creating a positive school culture in the last school year, the school has refined the relevant strategies in this school year. In accordance with the virtue themes each month, teachers share moral stories and organise a variety of activities for children. The school also meticulously creates cartoon characters that symbolise different personality traits like being caring and proactive, and

introduces children to them from time to time, hence helping children to grasp the characteristics of relevant positive values through visualisation. Children view these cartoon characters as role models for behaviour. In some classes, children set classroom rules such as “be affectionate” and “be cooperative” with the help of teachers, and apply these rules in daily life actively. Besides, phrases of praise for the virtuous behaviour of peers are displayed on the walls of classrooms. Teachers guide children to refer to the phrases at times to foster their mutual appreciation and learning. It is observed that children get along with others. They joyfully play games and participate in activities together, while also showing love and encouragement to one another. A positive school culture has been built.

- 2.5 The school is keen on increasing the element of play in the school-based curriculum and considers it a major concern this school year. It lets children choose and create games according to their preference to enhance their interest and efficiency in learning. Teachers put what they have learnt from the external support programmes into practice and allow children to assist in setting up the interest corners in the classrooms. For instance, K1 children colour the materials used for the interest corners’ settings. K2 and K3 children make dim sums and menus for the restaurants in the imaginative play corners, write different words and draw sentence structure boards for the language corners. Teachers thoughtfully design and make teaching aids that tie in with the themes. The finished products are manipulative and achieve several teaching objectives, such as improving fine motor skills and revisiting colour groups, which help consolidate children’s learning effectively. Moreover, teachers also put emphasis on creating a classroom environment that provides children with a sense of belonging. Apart from exhibiting children’s work in different areas, board games and collage albums made by children are also placed in some classrooms. There are children’s avatars in some of the teaching aids which shows the thoughtfulness in the design. Children are attracted that they stop by, manipulate the teaching aids intently and immerse themselves in the activities. Children take part in the free choice activities actively. Some of them hum while playing and others go to different corners to explore or enjoy role-play together. The major concern has begun to deliver results as classrooms are always filled with laughter.
- 2.6 Teachers take care of children devotedly. They encourage and praise children specifically when teaching. They are also good at guiding children to appreciate and bear with one another, thus creating an inclusive and friendly learning atmosphere. Teachers instruct and demonstrate with clarity and orderliness, and

possess good classroom management skills. They often provide opportunities for children to express themselves and share, and cater for children's diverse needs through tactics such as individualised care and teaching adaptations. Teachers prepare different games for music activities where children are willing to participate in general. Children perform rhythmic movements and sing to the music, feeling the beat therein. Nonetheless, music activities and physical activities of different classes are carried out at the same time in the indoor venue. When two classes are conducting activities, children are prone to be disturbed by the sound of the other class and the teaching effectiveness is impaired. Furthermore, as the play area for some physical activities is quite limited, children's amount of exercise is rather inadequate. The school should fully utilise the spacious campus and plan the use of venues flexibly based on the content of music and physical activities. In this way, it can alleviate the effects of different activities interfering with each other and ensure children get a sufficient amount of exercise from physical activities.

2.7 Children enjoy going to school. They are interested in learning and respond to teachers' questions enthusiastically. They are willing to express their views or introduce to peers their own creations and games, showing favourable language expressive skills. Children are self-disciplined, lively and friendly. They are courteous and respectful to teachers, and express their gratitude when someone helps them. NCS children have developed basic oral language abilities as they can answer teachers' questions and communicate with peers in simple Chinese. Children are familiar with classroom routines. They take off and put on their shoes before and after taking afternoon naps while cleaning the tables with brushes after writing. They are also able to wash their hands and tidy their clothes after going to the toilet, demonstrating good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school designs its school-based curriculum according to children's life experiences. Yet, it must cancel the arrangement for K1 children to copy along dotted lines in the second school term to meet children's abilities and developmental needs. The school is also required to plan the use of venues flexibly to enhance the teaching effectiveness of music and physical activities.