

School No.: 565024

Quality Review Report (Translated Version)

**Yaumatei Yang Memorial Methodist
Pre-School**

3/F, 54 Waterloo Road, Kowloon

25, 29 & 31 October 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: 25, 29 & 31 October 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 administrative structure while daily matters are operated smoothly. The principal and senior teacher have served the school for years. They cooperate well to plan school work, and often communicate with the teaching team to provide training for teachers based on the school's development focus, so as to strengthen teachers' professional competence. The school assigns experienced teachers to take up the role of grade level coordinator and lead other teachers of the same grade level to conduct collaborative lesson planning, which is conducive to fostering professional exchange.
- 1.2 The school has established the school self-evaluation (SSE) mechanism to review different areas of work. It follows up the recommendations about the environment set-up in the previous Quality Review (QR), and takes this as the major concern to tap external professional support to enhance teachers' ability in setting up interest corners in a step-by-step manner. It also adjusts the arrangement of free choice activities for children to select various kinds of play freely and enjoy the fun of self-directed learning. The school takes implementing life education as another development focus. Team members work together to determine the work strategies and report on a regular basis as well as monitoring the progress of the plan.
- 1.3 The school cares about children's needs. It has a clear mechanism to identify children with special needs at an early stage. In tandem, community resources are aptly utilised for providing children with diversified support services. The school regards parents as its partners. It not only organises appropriate parent education programmes and workshops regularly to enhance parents' child rearing skills, but also arranges parent support groups to promote care and support among parents. The school maintains close liaison with the parent-teacher association to plan parent-child activities with concerted effort. It also listens to parents' views to further facilitate home-school cooperation.

2. Learning and Teaching

- 2.1 The school plans the curriculum for each grade level according to the teaching packages. The curriculum is designed with an integrated approach based on themes, and covers all learning areas. The school organises visits, project activities, etc., to arouse children's learning interests and broaden their life experiences. Active and quiet activities are arranged alternately in the daily schedule so as to provide children with physical and art activities. Yet, K3 children do not have enough opportunities to take part in music activities on Fridays. In addition, the time arranged for children to engage in free choice activities is a bit insufficient. The school must improve the arrangement to provide children with adequate opportunities to explore and play with peers. The school requires K1 children to hold a pencil and write numerals along lines. In tandem, memorisation activities on Chinese and English vocabularies are assigned to K3 children. Such practices are inappropriate. The school should revise the daily schedule so that children can have enough music and free choice activities daily. The practices of requiring K1 children to hold a pencil to write and arranging memorisation activities for K3 children should be cancelled immediately.
- 2.2 The school formulates the content on the assessment of child learning experiences in connection with the curriculum objectives. It assesses children's learning performance by continuous observation and records. Teachers report to parents their children's learning performance regularly and reflect children's development in different areas by activity records. They also develop learning portfolios for children to record relevant assessment information and their work. Teachers collate children's assessment information in various aspects every school term in order to summarise their performance. They also meet with parents to inform them of their children's progress. However, the school reveals children's performance by grades, which is an inappropriate practice. The management must guide the team to make good use of the assessment information to inform activity design and curriculum planning, so as to enhance the effectiveness of learning and teaching.
- 2.3 In recent years, the school has taken implementing life education as its major concern. It enables children to understand the good behaviour of characters in stories through storytelling, role-playing, etc., so as to help children cultivate empathy, positive values as well as optimistic attitudes. Nevertheless, the school should strengthen the overall planning to enhance the effectiveness of the plan. The management is required to lead teachers to determine the development focus and appropriate

strategies according to children's learning progress and needs, as well as review the work effectiveness in a timely manner.

- 2.4 The school has taken strengthening the environment set-up to facilitate children's learning as its major concern in recent years. It improves the planning of classroom space and then provides more free choice activities in the interest corners. It also solicits external support to reinforce teachers' ability in setting up the learning environment and designing the interest corners. Teachers are able to apply what they have learnt to set up different kinds of interest corners in the classrooms, where toys, teaching aids and fine motor games are in place for children to select freely. Teachers also design games for exploration. For example, they let K3 children conduct simple experiments by following the step-by-step process so as to strengthen their ability in observing and comparing things. In addition, teachers display children's work in the classrooms and along the corridors, while a thematic web and children's activity records are posted on walls for children to review their learning. K2 children explore the process of a ball rolling on the toilet paper tubes and building blocks. The school has progressively enriched the corner set-up to provide diversified activities. However, the free choice time arranged by the school is still insufficient, children therefore lack adequate opportunities to have self-directed learning. Moreover, the role-play corner is opened only after lessons for some of the classes. Such arrangement reduces children's opportunities to take part in the activities. The school is still required to utilise the venues more effectively. In this way, children can be engaged in role-play with peers more often to develop their communication skills in real-life scenarios.
- 2.5 Teachers are friendly and patient, and their presentations are clear. They encourage children from time to time, and care about children with special needs. Teachers use pictures, real objects, etc., to assist in teaching. They also tell stories to children with picture books in order to arouse children's interest in reading. Yet, the pace for thematic teaching is hurried that teachers are not able to provide sufficient opportunities for children to express their thoughts and feelings. In view of children's performance during play activities, some teachers intervene to stimulate children's learning motivation. It is recommended that teachers' role of participants and inspirers can be strengthened so as to facilitate children to learn through play. Children enjoy singing and perform movements in connection with the words of a song by following teachers' instructions. They are engaged in learning and are willing to play together with peers. Children put back items by themselves after

activities and meals, displaying good self-care abilities. Teachers arrange different kinds of physical activities for children, which are conducive to developing their gross motor ability. The school should still adjust the activity arrangement in light of children's abilities, provide timely assistance and ensure the safety of children during activities, so as to enhance children's learning effectiveness. Teachers use picture cards and nursery rhymes to lead children to engage in English activities. The activities are mainly about recognising and reading aloud phonics, vocabularies and sentences, which cannot connect with children's life experiences. The school is advised to design real-life learning activities for children, thereby developing their interest in English through fun-filled scenarios and games.

2.6 The management understands curriculum implementation by classroom walkthroughs, scrutinising teaching plans, etc., and provides suggestions for improvement to teachers as feedback to their teaching. Teachers make reference to the teaching packages to set thematic teaching plans. Nevertheless, the learning content is rather excessive and some teaching strategies cannot tie in with the learning objectives. In tandem, teachers have not yet set teaching plans for the physical and music activities. As a result, the learning objectives in some classes are unclear and the arrangement of the lessons is a bit chaotic, which affect children's learning effectiveness. Teachers mainly select the daily thematic teaching activities for reviewing, while they seldom evaluate their teaching effectiveness by focusing on the teaching objectives. During the activities for facilitating the interface between kindergarten and primary school, the school has to provide adequate opportunities for K3 children to take part in music, physical, art and free choice activities every day. It is necessary for the management to strengthen curriculum leadership to improve the overall planning of the curriculum, activity design and the arrangement of activities for the interface period. The management should also lead teachers to adjust the content and strategies according to children's learning performance, reflect on the teaching effectiveness and take follow-up actions. In addition, it may set up focuses for lesson observation, encouraging teachers to have professional exchange with one another to enhance the teaching quality.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school must follow up the recommendations of the previous QR to steer the team to analyse relevant SSE information. As a result, it can review children's needs, formulate development work and implementation strategies with clear objectives,

and work out appropriate success criteria to ensure that the work can achieve the expected results.

- 3.2 The management should strengthen curriculum leadership and make improvement in terms of curriculum planning, teaching design, child assessment, etc. In addition, it is necessary for the school to cancel writing numerals along lines for K1 children and the memorisation activities on Chinese and English vocabularies for K3 children. The school should also revise the daily schedule arrangement to provide children with sufficient free choice activities, and arrange music activities for K3 on Fridays. Moreover, the management should strengthen professional training for teachers in order to improve their teaching skills and ability in catering for children's diverse needs.