

School No.: 157279

Quality Review Report (Translated Version)

Yan Oi Tong Allan Yap Kindergarten

**G/F, Low Block, Wu Boon House, Wu King Estate,
Tuen Mun, New Territories**

28, 29 & 31 May 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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: 28, 29 & 31 May 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 management leads the administration management of the school and promotes the curriculum development work. It suitably empowers teachers to take part in the planning and coordination work of different task groups, enabling them to accumulate experience in administration progressively to enhance their professional competence. The principal keeps abreast of the development trends of kindergarten education and maintains close liaison with the community, meanwhile making effective use of external resources to promote school development. The school has a proper filing system to help teachers pass on their teaching experience and knowledge. The management is willing to consider and accept staff's views so as to create an open atmosphere for communication. Team members share with one another and convey their ideas frankly, striving to facilitate the school's continuous development with concerted effort.
- 1.2 The school follows up the recommendations of the previous Quality Review to collect the assessment information in different areas of work and conduct reviews. It conducts school self-evaluation by means of the whole-school participation approach, and practises the inter-connected self-evaluation process, viz. planning, implementation and evaluation in its daily work. The team develops its reflective ability and is able to make concrete suggestions for improvement and take follow-up actions based on the review findings. It can also formulate the annual development plan by taking into account of the school's development foundation and children's needs. In recent two school years, the school has set the major concern as facilitating children's physical development. It participates in the external support programme to enhance teachers' skills in designing and conducting physical activities. In addition, it helps teachers internalise their learning through collaborative lesson planning and sharing of teaching experience. The school has also taken enhancing the effectiveness of learning in interest corners as another major concern these two years. It fosters children's self-directed learning through teacher training, re-planning the set-up of interest corners in the classrooms, etc. The

school is able to review the implementation and revise the plan of the major concerns in a timely manner, which is effective in enhancing children's learning effectiveness.

- 1.3 The school maintains close communication with parents through diversified channels. It arranges various types of parent education seminars for parents to enhance their child-rearing skills. It also informs parents of their children's learning at school through organising lesson observation, inviting parents to be volunteers and parent storytellers, etc. The school accepts children's diverse needs, and establishes a clear identification and referral mechanism to provide appropriate support for children in need at an early stage. Last school year, it made reference to the findings from the annual review to set the major concerns as enhancing non-Chinese speaking (NCS) children's listening and speaking skills in Cantonese and creating an inclusive campus. The school strengthened teacher training to deepen the team's understanding of NCS children, meanwhile keeping close communication with NCS parents and setting up a parent group, so as to help NCS parents know the updates from school. In addition, it held different activities to build an inclusive and friendly campus atmosphere, for example, inviting NCS parents to share their traditional customs and ethnic food. With parents' recognition and support, the school successfully builds partnership with parents. The school and parents share the same goal to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to design its school-based curriculum with an integrated approach based on themes. The curriculum covers all learning areas with comprehensive and appropriate content. The school arranges project activities for children. Teachers implement the exploratory theme in accordance with children's interests so as to help them develop proper attitudes as well as learn skills and knowledge through the process of data collection, discussion and practice. Children have sufficient music, physical and free choice activities every day, which meet the needs of their all-round development. The school arranges activities for K3 children to facilitate the interface between kindergarten and primary school. However, it is not able to provide K3 children with sufficient music, physical and free choice activities daily during the said period, while some of the homework is rather difficult. The school must make adjustment. As such, the school is initially thinking of the improvement measures to suit children's developmental needs.

- 2.2 The school has a proper mechanism of curriculum coordination, monitoring and review. The management attends curriculum meetings, leads teachers to conduct collaborative lesson planning and provides suggestions on curriculum planning. In the meantime, it monitors curriculum implementation through classroom walkthroughs, scrutinising teaching documents and so forth. Teachers take turns to write up the teaching plans. Based on the formulated learning objectives, they review their teaching effectiveness in terms of children's performance, the teaching content and arrangement, etc. They also devise concrete improvement measures in view of the review results as reference for curriculum planning and activity design in the upcoming year. The school arranges peer lesson observation in connection with its development focus for teachers to have professional exchange, which is conducive to evaluating the effectiveness of the plan.
- 2.3 In recent two school years, the school has set strengthening children's physical development as its major concern. Last year, the school reminded children the importance of healthy diet through organising various seminars and activities about promoting a healthy lifestyle. It also reviewed the arrangement of physical activity, improved the activity design and increased the time for outdoor physical activities for children to relax their bodies and stretch their muscles. This school year, the school has participated in the external support programme to put efforts to enhance teachers' skills in designing and conducting physical activities. Teachers are able to put what they have learnt into practice and make good use of the venue to design physical games with specific objectives. They make clear demonstration during activities to properly guide children to grasp the skills. Moreover, they also invite children to do demonstration so as to facilitate interactive learning among peers. Children are confident of trying different physical activities, and demonstrate good body coordination. They also encourage and help one another. The plan has achieved the expected objectives.
- 2.4 The school ties in with the curriculum development trends, and sets facilitating learning in interest corners as the major concern these two school years. Last year, the school improved the daily schedule to provide children with sufficient opportunities for free choice activities, meanwhile increasing materials and play elements in the interest corners. The school also tried to coordinate different venues by arranging children of the same grade level to switch classrooms during free choice sessions, so that children could take part in different corner activities to enrich their learning experiences. Based on the review findings in the previous year, the team

continues to strengthen teacher training and improve the set-up and learning activities of the interest corners this year. It also keeps implementing the plan through peer lesson observation and teaching discussion. As observed, diversified corner activities are in place in the classrooms. Teachers carefully observe children during free choice activities and play with them together. Children select activities freely according to their own interests, thus enjoying the fun of self-directed learning. The management may lead the team to consolidate the experience so as to devise objectives for the plan and the implementation strategies more specifically, thereby further enhancing the effectiveness of the plan.

- 2.5 Teachers teach earnestly and are well-prepared. They extend the learning themes in view of children's interests to effectively arouse children's curiosity and sustain their learning interests. In addition, they design theme-related activities with children and arrange children of different grade levels to observe one another and take part in the activities during free choice sessions. Teachers can make effective use of questioning to encourage children to share with others and solve problems. They also provide room for children to think and express their views. Children have strong learning motivation and are eager to speak. They are pleased to express their feelings and ideas, and make attempts to think of the solutions in response to teachers' questions, creating a good learning atmosphere. Teachers cater for children's diverse learning needs and take care of children with special learning needs by strategies such as adjusting the speaking pace and homework. They also read together with NCS children and provide assistance in learning activities. From observation, NCS children understand teachers' instructions and are engaged in the learning activities. They are happy to take part in the classroom activities. They communicate with their Chinese-speaking peers in Cantonese and play together. Both NCS and Chinese-speaking children get along well.
- 2.6 Teachers design art creation activities with rich contexts. They inspire children's creative ideas through questioning and demonstrating artworks during teaching. Children display good fine motor development. They create their artworks with great efforts and their artworks are distinctive. During music activities, teachers guide children to make association effectively and lead them to engage in imaginative play. Children interpret melodies by limb movements and beat musical instruments by following the rhythms. They engage in sing-along activities happily and are well-participated to role-playing the characters assigned by teachers. They demonstrate good sense of rhythm when beating the musical instruments.

2.7 The school assesses children's learning and development progress by means of continuous observation and records. Teachers use the information recorded in the learning assessment and the observation records to analyse children's performance and comment on their activities. The assessment content is comprehensive and meets the learning objectives, which reflect children's development in different stages. The school makes good use of children's assessment information as reference for adjusting and planning the curriculum. Upon completion of the school term, it offers suggestions to parents on promoting their children's learning and development. Yet, the school is advised to provide more comprehensive information to parents for them to understand their children's development progress.

3. Recommendations for Enhancing Self-improvement of School

The school strives to enhance the learning effectiveness of the interest corners. The management is recommended to lead the team to consolidate the experience gained from planning and development for devising the objectives for the plan and the implementation strategies more specifically, with a view to further improving the effectiveness of the plan. In addition, the school must revise the arrangement of summarising the assessment to reflect children's overall development in a more comprehensive manner. The school may also continue to follow up the daily schedule and homework arranged for the activities to facilitate the interface between kindergarten and primary schools, with a view to further coping with children's developmental needs.