

School No.: 564249

Quality Review Report (Translated Version)

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Kindergarten**

Unit 104, 1/F, No. 1 Austin Road West, Tsim Sha Tsui, Kowloon

15, 16 & 19 October 2018

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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Dates of Quality Review: 15, 16 & 19 October 2018

- 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 has rich experience in administration and curriculum leadership. The management keeps abreast of the trends of kindergarten education and enhances teachers' professional development in a step-by-step manner. The school plans diversified training activities by making good use of resources from both the school and external organisations. The school has followed up the recommendations of the previous Quality Review by leading teachers to put what they have acquired from training into practice in their lessons. The school assigns experienced teachers as mentors to support the new recruits. Teachers learn from and share with each other during which communication and collaboration are fostered. The school has gradually developed a supportive learning culture by pooling together the team's professional capabilities and made a collegial effort for the sustainable development of the school.
- 1.2 The school leads teachers to draw reference from the comments of stakeholder surveys and information of child assessment. The school formulates its development plan with clear objectives from the School self-evaluation (SSE) findings. The school also publicises its SSE findings and development directions on the school website to inform parents so as to enhance its transparency. Last year the school's major concerns were to foster children's physical development and enhance teachers' communication and collaboration skills. The school set appropriate strategies, reviewed the development plan and took follow up actions in a timely manner, and achieved the expected goals. In this school year, the school has set fostering children's moral and language development as the major concerns. The school has formulated its plan with appropriate strategies covering teacher training, curriculum design and parent education, and launched its work in an orderly manner.
- 1.3 With a clear identification mechanism in place, the school provides referral and follow-up services in accordance with children's needs to help them integrate into school life. The school establishes an effective communication channel for

facilitating parents to be timely informed of their children's learning. Concurrently, the school enhances parents' understanding of the characteristics of the school curriculum and parenting skills through lesson observation for parents and parent education seminars. The school progressively engages the support of parents by encouraging them to participate in activities related to home-school cooperation and recruiting parent volunteers to assist in implementing learning activities. With trust and support from parents, they are close partners of the school in promoting children's pleasurable learning and healthy growth.

2. Learning and Teaching

- 2.1 The school devises its curriculum based on the school's education rationale and by making reference to the teaching packages. It incorporates the elements of project learning into its curriculum in light of children's interests, and adopts an integrated curriculum approach based on learning themes. The school strives to nurture children's self-directed learning attitude. The school establishes an inspiring learning environment and designs real-life learning activities with emphasis on sensory exploration to arouse children's curiosity in things around them. Different opportunities for cooperation are provided for children to develop the skills of communication, collaboration and creativity through play. Furthermore, the school has tapped external resources appropriately in arranging relevant visits for enriching children's learning experience. The curriculum is comprehensive, balanced and appropriate, and covers all learning areas, which caters for children's development and abilities. In addition to the active and quiet activities arranged alternately, children are provided with the opportunities to engage in whole-class, group and individual activities every day. The daily schedule of the school is suitably arranged in fostering children's balanced development.
- 2.2 The assessment for children's learning experiences is in line with the curriculum objectives. The content covers values and attitudes, and also skills and knowledge to reflect children's development comprehensively. The school keeps learning portfolios for children that include assessment information and children's work as evidence of their development in different stages. The school assesses children's performance in different learning areas through continuous observation. Teachers record children's learning progress regularly and report to parents of the relevant assessment information so as to inform parents of their

children's developmental progress. Parents provide feedback, appreciation and encouragement to their children. This school year, children have been asked to express their feelings about the learning activities upon completion of a learning theme. Such arrangement has helped teachers review the effectiveness of the activities.

2.3 The school has developed a systematic curriculum management mechanism. The management leads teachers to plan the curriculum across all grade levels effectively. The management also monitors curriculum implementation, and gives feedback and support to teachers by conducting classroom walkthroughs, scrutinising teaching documents and attending meetings. Teachers conduct teaching reflections frequently and are able to adjust their teaching arrangement in a timely manner based on children's performance. The school adjusted the arrangement for collaborative lesson planning and lesson observation in the last school year. The school conducted focused lesson observation activities involving whole-school participation and guided teachers to explore ways to improve the effectiveness of teaching and learning in free choice activities. Upon completion of the teaching of a learning theme and the school term, teachers conduct curriculum review to discuss and revise the content collaboratively. The school aptly uses the assessment information to review the school curriculum. The information serves as a reference for catering for individual needs of children, which is conducive to the sustainable development of the curriculum.

2.4 The school set fostering children's physical development as the major concern of the last school year. The school set appropriate learning objectives accordingly. Teachers practised what they had learnt from training to design activities with sufficient amount of physical exercises meeting children's abilities, such as sequenced games for children to acquire control over basic movements like balancing, running, jumping, crawling. To develop children's creativity and eye-hand coordination, they were encouraged to choose their equipment and come up with ways to play with them independently. In addition, the school purposely infused physical activities into different types of parent-child activities. Parents were encouraged to participate in more daily physical activities with their children, which helped children develop a healthy life style. As observed, children are energetic and eager to make attempts. They possess good body coordination and enjoy playing physical activities with peers.

- 2.5 The school makes good efforts to create a fun-filled learning environment for children. The school displays theme-related learning materials, pictures or activity photos on the wall, and places the materials collected by children in the learning corners to form part of the games. Inside the learning corners, there is a wide range of learning materials. Teachers design exploratory activities with multiple senses so as to motivate children to be active in learning. Besides, it fosters children's interactive learning through communication and collaboration. For instance, K3 children have hands-on experience on how to build a wall using bricks in the construction corner, they also design their game with peers. Children are able to work collaboratively and harmoniously, and unleash their creativity. K2 children simulate planting and de-insectisation work in the farm of the imaginative play corner, while some of them make honeycombs in the art and craft corner. They even read bees story books in the book corner with peers, or exploit their imagination by imitating the queen bee and worker bees to collect nectar and take care of the bee larvae. Children communicate with one another and fully enjoy the interesting activities. K1 children manipulate toys and teaching aids for training fine motor skills with great concentration. They also play with peers. In the art corner, children make use of unwanted materials creating unique two-dimensional or three-dimensional artworks. Teachers are able to make timely intervention to support and inspire children through participation in and observation of children's activities. Upon completion of the activities, teachers lead children to share and review their learning. Children are fully engaged in different activities and gradually develop their self-directed learning ability under an interesting and inspiring environment.
- 2.6 Teachers are kind and friendly with smiling faces. They develop good rapport with children. Teachers accept children's diversity with full understanding of their individual needs. They are able to provide individualised care for children in need by adjusting teaching activities and offering individual support, so that children learn joyfully in an inclusive atmosphere. Teachers prepare lessons well and use teaching aids such as pictures, real objects, multimedia to deepen children's understanding of the teaching content and foster in them an inquisitive mind over things surrounding them progressively. Teachers arrange singing, playing percussion instruments and music appreciation for children. Children enjoy the music activities and learn in a relaxing manner. While some teachers suitably use questioning and prompts to stimulate children's thinking, some need

to pay attention to provide enough wait time for children to respond so as to further enhance the learning effectiveness.

2.7 Children observe rules and show courtesy. They are friendly and get along well with peers. Children demonstrate good daily routine and self-care abilities. They are serious and attentive during activities, and are able to tidy up properly after activities. Children put on and take off shoes and socks by themselves. K3 children pack their quilts and pillows after the afternoon nap. Most children are willing to respond to teachers' questions and show confidence when expressing their views.

3. Recommendations for Enhancing Self-improvement of School

The school has been applying SSE to its routine work, and making continuous progress in aspects of administration management, learning and teaching, and support to children. The school has been putting efforts in developing the curriculum and upholding the core value of child-centredness so as to create a diversified and inspiring learning environment, thus enabling children to have pleasurable learning through play. Building on this foundation, the school may continue to lead teachers to demonstrate their professional capabilities, share effective ways of learning and teaching, and formulate more specific success criteria. This will further enhance the effectiveness of teaching as well as promote school development.