

School No.: 618594

Quality Review Report (Translated Version)

**Yan Oi Tong Mrs Cheng Ting Kong
Kindergarten**

**Unit KG01, G/F., Chun Yeung Shopping Centre, Chun Yeung Estate,
20 Kwei Tei Street, Fo Tan, Shatin, New Territories**

9, 10 & 12 May 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: 9, 10 & 12 May 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 school has been established for two years. It maintains close liaison with the sponsoring body which adequately supports the school in regard to administration, learning and teaching, parent-related work and other aspects. The school collaborates well with the affiliated schools and conducts regular meetings to exchange views on and discuss matters such as inter-school teacher training and parent education. They pool their wisdom to develop school affairs. Members of the management discharge their respective duties and address daily operations properly, thus working together to determine the direction of school development. There are various working groups in the school in which responsibilities are allocated to teachers in light of their strengths and experiences. Therefore, teachers can assist in organising a wide range of activities in order to unlock their potential and cultivate their leadership skills. The school attaches importance to the induction for newly recruited teachers. The management introduces the school-based curriculum planning and assigns experienced teachers to support the new teachers to carry out teaching activities. A proper appraisal system is in place, with self-evaluation and peer evaluation sessions to help teachers review their strengths and development needs and devise plans for performance improvement, thereby facilitating their professional growth. Members of the teaching team are united in their efforts to serve children in the district and promote the sustainable development of the school.
- 1.2 The school has preliminarily established a school self-evaluation (SSE) mechanism and adopted a whole-school approach to review the effectiveness of each area of work. The management arranges school-based training to familiarise teachers with the current situation of the school and assist them in grasping the SSE skills. The school collects views from stakeholders through different channels to evaluate the effectiveness of the school policies and activities. With reference to the results of the SSE, the school regards pulling together the team's efforts and enhancing the professional competence of teachers as its major concern. The school utilises

external resources and introduces support programmes to enhance the teaching effectiveness of teachers in designing and leading drama and music activities, hence making improvements in education quality in a continuous manner.

- 1.3 The school has set up a mechanism for identifying and making referrals for children with special needs. Through questionnaires on children's living habits, daily observation by teachers and contact with parents, the school recognises potential cases at an early stage such that children can receive suitable counselling services the soonest. The school caters for the needs of newly admitted children and formulates appropriate strategies. For instance, it lets parents accompany their children to class and progressively increases the school hours, which are effective in helping children adapt to the new learning environment. For the interface between kindergarten and primary education, the school focuses on preparing children psychologically as well as developing their self-care abilities. Experiential activities and primary school visits are arranged to give children a better understanding of the environment and routines of primary schools, which is conducive to a smooth start to primary school life for children. The school has multiple channels to communicate with parents, so that they are aptly informed of their children's performance. The school also organises lesson observation, parent-child outings, parenting seminars etc., for parents to keep abreast of the curriculum mode of the school and master parenting skills. The school maintains contact with external organisations while tapping community resources to support various services based on its development needs, hence driving its self-improvement.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to devise the school-based curriculum. The curriculum is designed in an integrated approach with real-life themes, covering all learning areas. The school emphasises the cultivation of children's creativity, communication and collaboration skills. It arranges fun drama activities to encourage children to express themselves and take part in activities more often, as well as unleashing their imagination and strengthening their social and language development. Teachers hold seminars, visits and drama performances in accordance with the teaching themes to extend children's learning and enrich their life experiences. By conducting thematic teaching, festivities and traditional art activities, the school leads children to learn about Chinese culture. The school

needs to review the arrangement of the daily schedule in order to provide children with sufficient time to engage in music and free choice activities every day to achieve a balanced growth.

- 2.2 The school has regarded pulling together the team's efforts and enhancing the professional competence of teachers as its major concern in recent two years. Teachers are assigned to attend training and external support programmes to improve their skills in conducting drama and music activities. Teachers choose interesting picture books while inviting children to act out the characters and plots in the stories, such that children's comprehension and learning effectiveness are facilitated through hands-on experiences and imitation. In music activities, teachers use lively tones and body movements to guide children to sing, perform rhythmic movements and play musical instruments, feeling the beauty of melodies and enjoying the fun of music activities. Teachers also connect scenarios in the stories for children to exploit their imagination and creativity in play. Teachers apply their acquired knowledge into designing plentiful drama and music activities, which stimulate children's interest in learning and thus enhance the effectiveness of learning and teaching in a step-by-step manner.
- 2.3 The school has established a mechanism of assessment of child learning experiences. It evaluates children's learning and developmental progress through continuous observation and records, as evidence of their growth. Teachers create learning portfolios for children to systematically keep formative and summative assessment information including assessment reports, observation records and artwork, and then distribute the information to parents in a timely manner. Teachers also make follow-up suggestions according to children's needs and foster collaboration between parents and the school to provide necessary support for children. Furthermore, teachers collate and analyse the assessment information to review the teaching content, thereby devising ways to promote children to learn and informing curriculum planning effectively. The school may set concrete assessment criteria to help teachers grasp children's performance objectively with a view to further bolstering the effectiveness of the assessment.
- 2.4 Teachers write up teaching plans in light of the interests, abilities and life experiences of children. The management and teachers conduct lesson planning together and discuss teaching objectives and activity arrangements while making practical advice. The management also scrutinises curriculum documents and conducts lesson observation to guide and support teachers at an opportune time to increase teaching

effectiveness. The school carries out peer lesson observation to facilitate professional exchanges and observation among teachers, strengthening their teaching techniques. Teachers aptly examine the curriculum. Some of them are able to review the learning and teaching effectiveness in a focused manner and provide suggestions for improvement, thereby informing curriculum design. The management holds school-based training to share the principles and strategies of teaching evaluation, which is beneficial to the enhancement of teachers' reflection abilities and professional competence.

- 2.5 Beautifully decorated in soft tones, the school premises are spacious and of innovative designs, which creates a comfortable learning environment for children. The school allocates venues on the premises properly and arranges children to have different learning activities in the classrooms and indoor play area, showing thoughtful spatial planning. Teachers set up interest corners in the classrooms according to the themes. During free choice activities, children take part in corner activities in the classrooms of the same grade level or in the exploration room. In corner activities, plenty of space and abundant materials are available for children to learn through play. Children play games related to light and shadow to observe the shapes of shadows. They stack a variety of coloured plastic sheets to learn about colour mixing. They also construct tracks to see what happens to the rolling marbles, showing curiosity and exploratory spirit. Teachers set the imagination play corner as a clinic and arrange costumes and an array of props for children to engage in simulated games by playing the roles of healthcare staff, pet owners and patients. The reading corner is appropriately organised, with teachers displaying books on bookshelves and placing cushions and puppets in the corner. They also recommend books to foster a reading atmosphere. The school may adopt effective strategies to encourage children to read in the reading corner and cultivate their reading interest and habits by launching reading schemes.
- 2.6 Teachers are kind and friendly. They care about children and praise children's good behaviour in concrete language, as well as respecting and embracing children's diversity. They are conscientious in teaching and attentive in designing teaching activities and teaching aids. Through games that are fun and related to children's life experiences, teachers guide children to learn about a healthy diet, compare speeds and explore ways to protect the ocean, thus enriching children's understanding of the learning themes. Teachers make good use of questions to inspire children to express opinions and thoughts. Teachers arrange diversified physical activities for children

to develop body coordination and flexibility through cycling, relay races and ball bouncing, etc., thereby promoting physical development.

- 2.7 Children are actively involved in class activities, showing interest and motivation in learning. They are eager to answer teachers' questions, having a mind full of ideas. Children are obedient and courteous. They follow teachers' instructions and respect teachers. Children are amiable and sociable. They get along with peers and enjoy social life. Newly-arrived and non-Chinese speaking children are willing to talk with teachers and peers in Cantonese to integrate into school life. Children take turns to serve as child-on-duty and pet owners. They endeavour to perform their duties to demonstrate the spirit of service.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 Members of the teaching team work closely together to commence different areas of work gradually. The management is advised to lead teachers to examine the current school situation through SSE and set priorities when devising major concerns while setting focused and specific task objectives, implementation strategies and success criteria, with an aim of enhancing work effectiveness. In response to the discussion findings in staff meetings, brief records should be prepared for future reference and to pass on experiences. It may also consolidate and exploit parent volunteer resources to maximise the advantages of home-school cooperation, therefore nurturing children's healthy growth.
- 3.2 The school proactively arranges training activities to improve teachers' teaching skills and develop the school-based curriculum. However, the school is required to revise its daily schedule such that children can engage in music and free choice activities every day to achieve a balanced growth. It should also formulate explicit criteria to increase the effectiveness of children assessment.