

School No.: 567051

Quality Review Report (Translated Version)

Yan Oi Tong Pong Lo Shuk Yin Kindergarten

**Unit 114, 1/F Hoi Lai Shopping Centre, Hoi Lai Estate, Shamshuipo,
Kowloon**

20, 21, 22 & 27 June 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 20, 21, 22 & 27 June 2022

- 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 and monitors the administrative and teaching arrangements of the school through meetings. It leads the school to conduct joint-school teacher training and exchange activities with the affiliated kindergartens under the same sponsoring body to share and discuss the curriculum and school affairs, thereby promoting the development of the school. The school sets up various working groups to coordinate and implement different areas of work. It takes into consideration the professional needs of teachers and arranges different types of training to enhance their teaching skills. The school makes teaching videos of the experienced teachers so that teachers can reflect on their own performance. Members of the teaching team can also exchange their views and ideas within the school, building a positive atmosphere of learning from one another.
- 1.2 The school supports the rationale of self-evaluation. The management devises development plans with regards to the trends in curriculum development, and school's situation and opportunities. In this school year, the school considers fostering the character development, the problem-solving and exploratory skills of children and promoting national education as its major concerns. The management utilises external resources to organise professional training for teachers and arranges parent education programmes to facilitate the implementation of its plans.
- 1.3 The school accepts and cares for the diverse needs of children. It has established a mechanism to identify children with special needs, and provides appropriate referral services to the children so that they can receive support as soon as possible. According to the needs of children and parents, the school makes use of external resources to provide proper assistance and support like arranging parent-child activities, group training and teacher training. At the beginning of the school year, the school has a progressively increasing school

time arrangement for the newly-admitted children. It also observes children's performance and maintains close communication with parents. All these help children adapt to school life. The school holds parents' day for each grade level to introduce the content of the curriculum to parents. It disseminates information through different channels such as face-to-face meeting, phone call and school newsletter to keep parents informed of their children's learning, thus strengthening home-school cooperation to promote the growth and development of children.

2. Learning and Teaching

- 2.1 The school draws on the teaching packages to design integrated learning activities using themes. The curriculum is comprehensive and covers different learning areas which enables the nurture of children's positive values and attitudes, the construction of knowledge and mastering of skills. The school arranges project learning activities for children and encourages them to explore together so as to increase their engagement and interest in learning. The school organises learning activities on Fridays for the affective and moral development of children, but these activities do not link up to the learning themes and their effectiveness is impaired. The school is advised to revise the curriculum by strengthening the link between affective and moral learning and the themes to improve the effectiveness of children's learning. The school also falls short of providing a balanced daily schedule for the children as music and physical activities are not carried out every day. The school arranges a number of designated activities for the K2 and K3 children during small group sessions, and the children have to attend all the designated activities before they can proceed to free choice activities. As a result, some children do not have enough time to enjoy free choice activities. The school's kindergarten-primary transition activities are conducted in subject-specific learning approach, and children do not have the opportunity to take part in music, physical, art and free choice activities every day. The school must improve its daily schedule and the arrangement of kindergarten-primary transition activities to ensure that children have sufficient opportunities to participate in music, physical, art and free choice activities every day to foster their balanced development.
- 2.2 The school arranges the K1 children to write with pencil. This is inappropriate

to the developmental needs of children and the school is required to stop such practice. Some of the homework for the K2 and K3 children are too difficult or inappropriate. It is necessary for the school to review and design its homework which suits children's abilities and needs so as to consolidate and extend their learning. There is a class in each grade level using English as the main medium of instruction. As observed, the teachers of these classes are of various English proficiency levels, and could not be role models for the children in language learning. Though the medium of instruction is English, Cantonese is used in the multimedia teaching materials, resulting in mixed code during lessons. Besides, as children learn in English, they do not have adequate opportunities to develop and use Chinese. This affects the overall effectiveness of learning. The school must stop using English as the main medium of instruction.

- 2.3 The school has a mechanism for curriculum coordination, monitoring and review. Through attending curriculum meetings, scrutinising documents and lesson observations, the management gets a grasp and monitors the implementation of the curriculum and gives advice to teachers, enhancing the effectiveness of learning and teaching. Teachers participate in collaborative lesson planning, discuss how to design activities and regularly reflect on their teaching by reviewing the teaching procedures and children's performance. They make concrete suggestions for improvement and inform curriculum planning according to the learning objectives and the effectiveness of the activities.
- 2.4 In this school year, the school has formulated a plan to promote national education, with arranging teacher training and evaluating the relevant curriculum as major strategies. The school also regards fostering the character development of children as its major concern. Through regular activities, children are encouraged to communicate with others and to be courteous. As observed, children are glad to make daily greetings to teachers and friends in Putonghua as required by the teachers. The school may further evaluate the curriculum and analyse the needs of children to set the objectives and implementation strategies of fostering the character development of children more comprehensively. In respect of cultivating the problem-solving and exploratory skills of children, teachers take part in professional training and apply what they have learnt in designing activities. They encourage children to discover and solve problems in their daily life. The management is advised to continue leading teachers to apply appropriate teaching strategies to design diversified problem-solving and

exploratory activities based on the abilities and interests of children, with the aim of arousing children's curiosity and creativity and nurturing their relevant abilities.

- 2.5 The school campus is spacious and clean, and facilities are in good conditions. There are climbing frame, slide, basketball hoop and a great variety of exercise equipment in the hall, making it appropriate for physical activities. Teachers make use of the classroom space to display children's work. They post up the 2D paintings of the children and turn children's work into drop ornaments to decorate the classrooms. Such move not only beautifies the environment, but also enables children to appreciate and learn from one another. Teachers design interest corners in the classrooms according to the themes and the interests and abilities of children. Observation shows that teachers used water bottles to make teaching aids that could simulate waterspout, and children observed the form and shape of waterspouts through manipulating the teaching aids. In imaginative play corners, children were engaged in reporting the weather. They used flashlight to explore in a tent that was totally dark to experience the fact: no light, no sight. Nevertheless, during small group activities, teachers were often busy assisting the children. The school should improve the arrangement of activities to let teachers intervene and guide children appropriately during free choice activities.
- 2.6 Teachers are kind, nice and care for the children. They understand and take care of children's different learning and emotional needs. Teachers are articulate, they explain clearly and conduct activities in accordance with the teaching plan. Teachers always encourage non-Chinese speaking (NCS) children to express in Chinese, and repeatedly instruct, correct and praise them in a timely manner to facilitate them to learn Chinese. In music activities, teachers set up scenarios and lead children to take part in various activities. Children enjoy the activities very much. In physical activities, there are designated activities like skills training, and teachers also encourage children to choose activities on their own accord like climbing, basketball shooting, etc. Children benefit from teachers' guidance and master physical skills. They have ample opportunities to foster physical development. However, the waiting time for some physical activities is rather long. Teachers are advised to review the arrangement of the activities to enhance the learning effectiveness.
- 2.7 Children are polite and respectful. They take the initiative to greet people and

get along well with peers. They are interested in learning and actively involved in classroom activities, showing favourable social development. Children change shoes, wash hands and tidy up items on their own. They have good self-care abilities and personal hygiene. The NCS children can use simple Cantonese to answer teachers' questions and express themselves. They get along with the Chinese-speaking children and engage in school life.

- 2.8 The school develops the assessment of child learning experiences in accordance with the curriculum objectives. Teachers assess children's learning performance by continuous observation and record keeping, and inform parents of their children's learning on a regular basis. Teachers follow up on the assessment results to give individual child support and refine teaching strategies. Nevertheless, the school organises written tests for the K2 and K3 children to assess their learning performance. One week before the written tests, the school informs parents of the assessment content and asks them to revise with their children. The school also asks parents to sign on the marked test papers. Test marks encourage comparison, and written tests create unnecessary stress to both parents and children and lower children's interest in learning. The school must stop at once the arrangements that are inappropriate to children's developmental needs. In addition, at the end of the term, the school quantifies the performance of children in various learning themes by calculating and obtaining a numerical value. It also uses graphs and charts to show the performance of children in different learning areas, but this approach cannot demonstrate the development of children accurately. Such arrangement must be cancelled. The school arranges children to enter various external academic competitions and ability tests which put pressure on parents and children. The school is required to put an end to such practice.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 It is necessary for the school to continue following up on the recommendations of the previous Quality Review. The management still has to lead the team to arrange the development tasks according to the present situation and the priority of the school. It must formulate specific and clear objectives, and plans feasible and goal-oriented implementation strategies. The school should collect the opinion of stakeholders through various channels, consult and analyse the

performance of children, reflect on the effectiveness of work with references to the objectives, and adjust work strategies in a timely manner. It should also expand the opportunity of the teaching team to join in self-evaluation, and put their heads together to let all stakeholders join forces in promoting the development of the school.

- 3.2 The management must lead teachers to refer to the curriculum and the relevant documents to draw up a balanced schedule and use an appropriate medium of instruction. It must also design homework in accord with children's developmental needs, and remove the excessively difficult and improper homework. The school is required to devise a suitable strategy for assessing children's learning. It has to cancel the written tests and stop organising children to enter academic competitions and ability tests so as to provide children with enjoyable and effective learning experiences, and enhance the quality of teaching.