

School No.: 564273

Quality Review Report (Translated Version)

Yan Oi Tong Tin Ka Ping Kindergarten

**Podium Level, Siu Hang House & Siu Shun House, Siu Hong Court,
Tuen Mun, New Territories**

11, 12 & 14 December 2018

**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: 11, 12 & 14 December 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 leadership team is able to provide the school with professional views and administrative support to promote school development. The management works together to give suitable guidance to staff with respect to administration and teaching. They put strong emphasis on mutual communication with staff. They are willing to listen to the views of staff, building a good rapport with the teaching team. The school allocates duties appropriately. Staff's roles and responsibilities are clearly defined. They cooperate with one another, creating a harmonious workplace. The school has arranged teacher training in light of its developmental needs. It also encourages teachers to share and practise what they have learnt from training. In addition to school-based training, the school has arranged peer lesson observation to let teachers learn by observing one another and facilitate teachers' professional exchange and self-reflection. The teaching effectiveness is thus enhanced.
- 1.2 The school consents to the rationale of school self-evaluation (SSE) and strives to implement SSE in its daily work. To follow up the recommendations of the previous Quality Review, the management is able to steer teachers to review the school's work in various areas collaboratively and make suggestions for improvement, thereby increasing teachers' involvement in the school's SSE work. In line with its school context and the trends of education development, the school promoted art activities as its key task to nurture children's creativity last year. In this year, the school has tried to promote free play to provide children with more opportunities of self-directed learning. It has mapped out the strategies appropriately in connection with teacher training, curriculum and activity design with a view to achieving the objectives of the work plan.
- 1.3 The school accepts and caters for children's diverse needs by creating an inclusive environment and provides appropriate support for children. Through daily observation of children's behaviour, teachers identify children's needs at an early stage, and render referral and follow-up services for children with special needs. The school maintains close communication with parents so that parents can

understand their children's performance in a timely manner. The school attaches great importance to parent education. It has organised different parent education activities to enhance their parenting skills. Through reviewing the implementation of parent education activities continuously, the school has organised more diversified activities to meet parents' needs. By means of parent-child reading programme, recruitment of parent volunteers as storytellers and training programme on storytelling for parents, etc., the school promotes parent-child reading and fosters home-school cooperation.

2. Learning and Teaching

- 2.1 The school adopts an integrated approach in devising the curriculum with themes according to children's life experiences and interests. The content comprehensively covers all learning areas, providing opportunities to cultivate children's positive values and attitudes, and enabling children to learn skills and knowledge through play. The school has arranged visits for children to enrich their learning experiences. Children participate in music, physical, art and free choice activities every day which are conducive to their balanced development. The school has revised the daily schedule and increased activity time for free choice activities to foster children's self-directed learning.
- 2.2 The school formulates its policy on the assessment of child learning experiences in accordance with curriculum objectives. Teachers make use of thematic assessment and observation records to assess children's learning continuously. The assessment content corresponds to the learning objectives. The school has developed learning portfolios for children to keep records of children's work, observation records and development reports which are able to fully reflect children's progress of development in various aspects during the period. Teachers report children's development to their parents in a timely manner and discuss with parents about the ways of counselling their children. Teachers examine the thematic assessment information of the entire class and regard it as reference for curriculum review. Based on the existing foundation, the school could continue to discuss ways of organising and analysing children's assessment information more effectively, and make good use of it to inform curriculum planning as well as learning and teaching.
- 2.3 The school sets up a mechanism to monitor and coordinate the curriculum. The management leads teachers to discuss activity arrangement and implement the curriculum with concerted efforts through collaborative lesson planning. By means

of attending meetings, scrutinising curriculum documents and observing lessons by walking through classrooms, the management oversees the curriculum implementation and reviews the effectiveness of learning and teaching. Despite the school's attempts of reducing writing exercises, the amount of homework is slightly too much. Apart from that, the amount of writing work in K2 and K3 is rather excessive and the design of some parent-child exercises does not meet children's abilities. The school should make improvement as soon as possible. In addition, the school should refine the design of primary one simulation activities to suit children's abilities and let children have sufficient time to engage in music and art activities. The dictation practices should also be cancelled immediately. The management should lead the team to revise the design of the homework and primary one simulation activities so as to uphold the rationale of child-centredness.

- 2.4 The school arranged teacher training on art activities last year to enhance teachers' skills and their abilities in designing art activities, with the aim of cultivating creativity in children. As observed, children are able to access a variety of craft materials easily and freely. They are able to work attentively. They use lines and different materials to create their own artworks. Children's works are turned into decorations around the campus or in the interest corners, creating a favourable learning environment and facilitating children's mutual appreciation. The works include two-dimensional drawings and three-dimensional works. Children's creativity has begun to flourish. Based on the current foundation, the school could consolidate the experiences gained from last year and examine the effective teaching design to further map out the learning content of each grade level. The school could incorporate these art elements into the curriculum to help children develop creativity and express themselves through art activities.
- 2.5 In accordance with the trends of curriculum development and the school context, the school has promoted free play as its major concern to provide children with more opportunities of learning actively this year through deepening teachers' understanding towards the implementation strategies of free play. The school sets up a core group to map out strategies in respect of material provision, time arrangement, roles of teachers, etc. Through collaborative lesson planning and peer lesson observation, teachers discuss the design of play and ways of motivating children to explore. As observed, children are able to choose and participate in different kinds of play activities freely such as constructive play, imaginary play, creative play, etc. The classroom set-up is theme-related. The materials are

abundant and diversified in the interest corners with manipulative and exploratory learning materials equipped. Children learn the characteristics of different things by simple experiments. For example, children try to explore the results of rotating wheels on different surfaces, and explore the properties of air by pumping up balloons, etc. They also try to solve problems. Children engage in different role play with peers in the simulation corner to develop their language and social skills. They also like scribbling freely on paper by using pen and give the drawings to peers as gifts. Besides, children are able to choose tools freely by themselves in some physical activities and design different ways to play. Children are fully engaged in the activities and keen to try. Yet, some children choose relatively quiet play activities. Teachers could further review the design of activities and let children have adequate opportunities to enhance physical development during free play sessions. As observed, teachers' role in the activities has become less dominant gradually. They become the participants of play. They observe children's performance during play and give them feedback. Teachers could invite children to share their findings and solutions to solve the problems during the review sessions so as to extend their experiences and inspire their learning.

- 2.6 Teachers have sufficient lesson preparation. They are dedicated to designing learning activities. They communicate clearly with lively explanation so that it is successful to attract children's attention. Teachers also make effective use of the teaching materials to enable children to grasp different concepts and skills through hands-on manipulation. Teachers often invite children to express their views while listening to them patiently and respectfully. Frequent interaction is observed between teachers and children. In the music activities, children sing the melody of songs, feel the rhythm and engage in rhythmic movements to enjoy the fun of the music activities. Children have good self-care abilities. They can pour water and clean up things by themselves. They are obedient and polite. They actively respond to questions and are enthusiastic about learning.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school agrees to the rationale of SSE. The management has been reviewing the school's work in different areas with teachers. However, the school still has to strengthen the skills of SSE. The management could lead the team to make use of children's performance and analyse relevant SSE information. They should have a focused review on the effectiveness of the work plan and devise the key task

according to the school's development priorities. A more specific objective has to be set up in the work plan in order to promote the school to move forward.

- 3.2 To meet children's developmental needs and abilities, the school should improve its homework arrangement and reduce the amount of writing tasks. In the primary one simulation activities, the school should cancel the dictation practices, delete those learning content that does not align with children's development, and improve the daily schedule.