

School No.: 528366

Quality Review Report (Translated Version)

Yuen Yuen Kindergarten (Ping Tin Estate)

G/F, Ping Sin House, Ping Tin Estate, Lam Tin, 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 school has reorganised its organisation structure this school year to strive to strengthen school-based management and the principal's role as a professional leader. The management has served the school for years. It is able to manage administrative matters effectively and make good use of external resources to promote curriculum development. The management also places great emphasis on maintaining communication and cooperation with the teaching team to create a working atmosphere of harmony and mutual trust. In light of the considerable number of newly recruited teachers in the school, the management has reinforced professional support through training, collaborative lesson planning, peer lesson observation, etc., enabling the new recruits to adapt to school work as quickly as possible.
- 1.2 The school adopts the whole-school participation approach to conduct School Self-evaluation in a step-by-step manner. It follows up the recommendations of the previous Quality Review by arranging sufficient time for children to take part in music and physical activities, which provides a balanced curriculum for them. The school focuses on curriculum development, promoting children's language development has thus been taken as the major concern in recent years. The school arranges training for teachers to progressively enhance their ability in designing language activities so that teachers are able to incorporate effective activities into their daily teaching. The school has also set the major concern of this year as arousing children's interest in music activities after reviewing their performance. External professional support has been adopted as the major strategy to facilitate the implementation of the plan.
- 1.3 The school cares about the needs of children. A clear identification mechanism is set up and close communication with parents is maintained in rendering appropriate support to children with special needs. In addition, the school optimises the use of resources in supporting non-Chinese speaking (NCS) children to adapt to school life, such as organising parent-child activities to explore the community, providing

translation services for NCS parents. NCS parents are also invited to join school's festive activities so as to establish an inclusive school culture. The school puts emphasis on home-school cooperation and maintains partnership with parents. Parent education seminars are organised regularly to enhance parents' child-rearing skills. The school also keeps close connection with the parent-teacher association and considers parents' opinions. It organises parent-child activities collaboratively with the association, home-school cooperation is further facilitated.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages in designing its curriculum and adopts an integrated curriculum approach in organising learning themes. Project activities related to children's life experience and interests are planned to stimulate their curiosity. The school also organises various visits and festive activities that tie in with the themes to enrich children's life experience. The curriculum is comprehensive. The school arranges different kinds of daily activities to enhance children's balanced development. In order to facilitate the interface between kindergarten and primary school, the school devises diversified measures to help children have a better understanding of primary school life. It also plans adaptation activities for K3 children to experience primary school life at the end of the school term. However, the school is required to provide sufficient free choice play, music, physical and art activities for K3 children during the adaptation period.
- 2.2 The school formulates assessment items for assessing children's performance based on the focuses of learning themes and devises the assessment content in line with the curriculum goals for each school term. The school has developed learning portfolios to keep children's thematic learning assessment reports, observation records, their work and parents' observation information of their children's performance at home to form the basis for children's growth and development. At the end of the school term, teachers summarise the collected information of different aspects and inform parents of their children's learning progress. The school also utilises children's assessment information to inform curriculum planning. However, the school takes the mean value of the thematic assessment items as reference in summarising children's performance, while grades are used to reveal children's performance in each learning area. This arrangement could not truly reflect children's learning progress. The school should adhere to the objective of facilitating children's learning through assessment and stop the inappropriate

practice.

- 2.3 The management leads teachers to conduct collaborative lesson planning for each grade level and works together to design games for children. It monitors curriculum implementation through observing lessons, scrutinising teaching documents, etc. Moreover, the management facilitates exchange and learning among teachers, and enhances their professional competence through organising peer lesson observation, teaching demonstration, sharing their learning from training sessions, and so forth. By frequent reflection on their teaching, teachers of the same grade level review their teaching effectiveness based on the learning objectives and make suggestions to improve the arrangement of activity procedures, teaching materials, etc. The management is advised to guide teachers to explore effective strategies to motivate children's initiative in learning so as to continuously improve the teaching plans and facilitate children's learning.
- 2.4 The school sets promoting children's language development as its major concern. Based on the experience gained from previous teacher training, the management guides teachers to design language games in line with the learning themes. It reviews and improves the activity design from time to time to incorporate effective activities into different learning themes. The school promotes parent-child reading. Teachers use appropriate facial expressions and tone for storytelling to arouse children's interest in reading. As observed, children read quietly and read aloud nursery songs under the guidance of teachers. K3 children are able to pay attention to the characteristics of Chinese characters, such as basic character structure and different components of characters. Building on this foundation, the school is advised to design more real-life and interesting language games for children and encourage them to raise questions and express their views, thus reinforcing their communication and bringing out the effect of language use.
- 2.5 This year, the school has set arousing children's interest in music activities as the major concern. The school has reviewed its facilities to provide adequate musical equipment for children. In light of insufficient space in the music room, teachers flexibly arrange group activities and spare more space for conducting whole-class music games by moving the desks and chairs in the classroom. Teachers arrange activities for children including singing, playing rhythm instruments, music appreciation, etc. The teaching team could focus on the objectives by reviewing its work effectiveness in a timely manner, discussing collaboratively and revising the work strategies, thereby making use of fun-filled activities to foster children's sense

of appreciation of music. In this way, the effectiveness of the work plan could be enhanced.

- 2.6 The school organises physical skills training to facilitate children's development in the coordination of body movement in accordance with their abilities and developmental needs. However, the function for some of the physical equipment placed in the indoor playground is similar. The school could review the appropriateness of the equipment and design suitable activities for children, thus enhancing children's physical fitness.
- 2.7 The school displays children's art and craft work in the indoor playground and classrooms to enable children to appreciate and review their learning. In addition to providing children with a variety of art and craft materials, teachers also guide them to make craft work by using unwanted domestic materials, with the aim of teaching them to treasure resources. With teachers' guidance, children put effort to complete the art and craft activities. Teachers are advised to arrange more observation activities for children, thus inspiring their imagination and stimulating their initiative to express themselves. They should also encourage children to show their creativity by using different skills and materials in the artworks.
- 2.8 In line with the learning themes, teachers set up various interest corners in the classrooms where materials for observation, manipulation and exploration are provided, so that children can play either individually or with peers. In spite of that, the materials in the imaginative play corners are a bit inadequate. The school could enrich the relevant setting to encourage children and their peers to engage in role-play, thus developing their creativity, and facilitating their language and social development. As observed, children follow rules set for the corner activities. They pack items after activities, keep the classroom clean and record the activities they have completed, reflecting their good self-care abilities. Teachers walk through to observe children's activities, they give guidance and encouragement to children accordingly. During the concluding session, teachers guide children to review the activities and consolidate their learning. Teachers are advised to encourage children to introduce their work or share their findings discovered with their peers, so as to cultivate in them the attitude of willing to share.
- 2.9 Teachers present clearly and systematically in lessons. They use pictures, real objects and so forth to stimulate children's learning interests, they also design hands-on experiments and sensory games to assist children in scaffolding knowledge through play. Teachers always appreciate and encourage children to learn. They

also care about the needs of children, and provide individual guidance and adjust children's homework in a timely manner. Learning activities with different levels of complexity are designed regarding to children's abilities. To attend to NCS children, teachers speak slowly, express ideas with the aid of pictures and encourage peers to help NCS children, which are conducive to building of NCS children's confidence and their integration into school life. As observed, NCS children generally understand teachers' instructions. Some of them even speak fluent Cantonese. Children learn and play together and they are willing to help one another. The school has fostered an inclusive and harmonious campus.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has been continuing to develop the school curriculum, but it is still required to adjust the activity design for each grade level in order to arrange more real-life and interesting language games and activities that foster creativity for children. The school also needs to explore effective teaching strategies to motivate children's initiative in learning. Furthermore, the school is required to improve the daily schedule of the adaptation activities for K3 children. The assessment system should be revised to better reflect children's learning progress in different stages as well as to uphold the principle of facilitating children's learning.
- 3.2 The school puts the efforts to enhance the learning effectiveness of children. It could set clear task objectives, concrete implementation measures and success criteria from different perspectives when mapping out the work plan, so that relevant tasks could be implemented strategically and the effectiveness of the plan could be evaluated in a more focused manner.