

**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, 18 & 20 November 2024**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 15, 18 & 20 November 2024**

☒ **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 Under the steering of the leadership team, the school keeps close liaison with the affiliated kindergartens of the organisation to coordinate administrative affairs and exchange activities outside Hong Kong. In tandem, they set up a task force for planning moral education and organising related activities such as joint-school parent education and cross-school lesson observation. The above arrangements are effective in gathering experience and promoting achievement sharing, thus enhancing the quality of education collaboratively. The management attaches importance to the professional growth of the team. Training activities corresponding to the development direction and teachers' needs are arranged to enrich the pedagogical knowledge and skills of teachers in a focused manner, facilitating the school's curriculum development. The management also draws up appropriate induction measures. There are school-based workshops, individual interviews, etc., to help newly recruited teachers grasp the characteristics of the curriculum and familiarise themselves with the teaching requirements as soon as possible. Team members have a smooth communication and are willing to practise what they have learnt, fostering the steady development of the school with concerted efforts.

1.2 Since the previous Quality Review, the school has been actively improving its work under the learning and teaching domain including activity design, daily schedule arrangement and assessment method. The school has also followed up on the

recommendations related to the school self-evaluation (SSE) that it has guided the team to analyse various evidence, review the work effectiveness precisely and deploy feasible strategies for the next stage from multiple perspectives. In the last school year, the school regarded strengthening the element of free exploration in play as its major concern, and the work has been regularised starting from this school year. The school keeps on reviewing and refining the environment setup and the modes of implementation, with the aim of establishing a practice of play that suits the school context and children's needs. Another key task of the school in recent years is promoting traditional Chinese virtues and cultivating children's positive values and attitudes. In this school year, the school further consolidates the moral education teaching materials, which are jointly prepared by the affiliated schools, with its school-based curriculum so as to reinforce the planning of moral education. Overall speaking, with the stable SSE mechanism, the school properly examines the progress of the plans while adjusting strategies in light of the pace of development, extending its work and deepening the effectiveness in a step by step manner.

- 1.3 The school accepts learner diversity. It puts in place an identification and referral mechanism and maintains liaison with multi-disciplinary service teams such that children with special needs could receive adequate support. In addition to taking care of non-Chinese speaking (NCS) children in daily teaching, the school arranges group activities for them to increase their interest in learning Chinese and improve their Cantonese speaking and listening skills. It also launches inclusive parent-child activities to assist NCS children and parents in integrating into local life and culture. In the meantime, the school actively promotes home-school communication and cooperation, including having close connection with parents for following up on children's development, and holding parents' meeting and lesson observation for parents to understand the key tasks of the school as well as the learning of their child.

Besides, the school conducts thematic seminars, gatherings of volunteers and relaxation workshops to not only enrich parents' childcare knowledge, but also provide parents with a platform to easily share their experience in child-rearing and support one another, thereby enhancing their competence in parenting.

## **2. Learning and Teaching**

- 2.1 The school selects real-life themes to devise an integrated school-based curriculum that connects different learning areas, and plans a wide range of activities within and beyond the classroom, offering children rich learning experiences. In recent years, the school has strived to promote national education. It has refined the curriculum planning and incorporated elements of Chinese culture and traditional virtues into the thematic learning in order to help children understand the culture and development of the Motherland systematically, cultivate their sense of belonging to our country and develop a sense of national identity. The school has adjusted the daily schedule and put effort into environment setup to increase opportunities for children to engage in free exploration through play. However, some learning and homework content of Language and Early Childhood Mathematics of K3 in the second school term is too difficult and the school is required to revise it. The school must also cancel the revision and dictation simulation activities during the primary one adaptation programme so as to meet children's abilities and needs.
- 2.2 Teachers conduct assessments of child learning experiences continuously. Apart from keeping track of children's mastery of the learning objectives of various domains through thematic assessments, teachers also employ means such as observation of activities, documentation of daily behaviour and analysis of artworks to evaluate children from multiple perspectives while recognising their performance and providing advice to parents at opportune times to facilitate children's

advancement. The school has improved its arrangement of summative assessment. In this school year, it further revises the content and sets specific assessment items for each grade level according to the developmental characteristics of children of different ages, thus reflecting the progress of children's learning and growth at various stages clearly.

2.3 The school has a well-established curriculum management mechanism. The management demonstrates its curriculum leadership to guide teachers through lesson planning and review meetings, enhancing the teaching quality. Before the commencement of a theme, the team discusses the learning focuses, activity design, assessment criteria as well as the arrangement of implementing the major concerns. Upon the completion of a theme, the team reviews the activities by analysing the observations, child assessments, etc. At the end of the school term, the findings of teaching reflection and the related data of assessments are consolidated. The team evaluates the effectiveness of learning and teaching conscientiously and makes suggestions for improvement to refine curriculum planning and teaching strategies. Furthermore, the management grasps teachers' teaching progress through lesson observation, scrutiny of homework and curriculum documents, rendering timely support to them.

2.4 In alignment with the school mission and development direction of the organisation, the school has taken promoting traditional Chinese virtues as its major concern in recent years to step up efforts in cultivating children's good moral character. The joint-school task force holds regular meetings to devise picture book stories and learning activities that meet children's needs based on conduct like loyalty, sincerity, propriety and righteousness. Task force members collaborate to plan lessons, prepare teaching materials and draw up teaching content. The school arranges training for teachers in a bid to enhance their expertise in traditional virtues and using

picture books to facilitate teaching. The arrangement of cross-school focused lesson observation and evaluation also helps teachers exchange teaching strategies to strengthen their skills and confidence in promoting moral education. Building on the accumulated experience of the team, the school further incorporates relevant teaching content into its curriculum according to the themes in this school year, with a view to assisting children in connecting the acquired positive values and attitudes with daily learning and their life experiences. Award schemes are also available for encouraging children to practise good behaviour at home and at school while stimulating parent participation effectively such that the school and parents nurture children's moral development together.

- 2.5 The teaching team meticulously decorates the environment in order to create a joyful learning atmosphere for children. Teachers utilise the corridors outside classrooms to exhibit children's artworks for them to appreciate each other. Besides, children's photos of outdoor learning or their discoveries during exploratory activities are also displayed, which is conducive to their review of learning. There are various interesting corner activities in the classrooms to attract children to learn proactively. Teachers set up real-life scenarios, including supermarket and tea restaurant corresponding to the themes, in imaginative play corners and provide children with ample materials for role-play to extend learning. In the exploratory corners, there are activities like fruity scent matching games, absorbency tests on items and comparison of sugar content in drinks. All these prompt children to explore with their senses. Language and mathematical teaching aids on the walls are manipulative and diversified. Children often play these aids together to seek answers. Teachers purposefully use children's creative works as play materials of the interest corners, hence enhancing children's sense of belonging to the learning environment.

2.6 Teachers design activities to tie in with the content of thematic teaching while using real objects as teaching materials to create real-life contexts for children to construct knowledge through personal experiences. Teachers' duties are allocated properly that they collaborate to implement activities and support children's needs at opportune times. Children are enthusiastic to answer teachers' questions and show confidence when sharing their experiences and ideas. They are also willing to interact with the foreign teachers in English in games and art activities. The school combines some of the music and physical activity sessions in this school year with a view to scheduling grade level-based free choice games in a more flexible way. Teachers place diversified materials in the lobby and music room respectively and try introducing scenarios that dovetail with the thematic learning content to motivate children to connect and apply the acquired knowledge for creating music and physical play. In the physical play area of the lobby, children unleash creativity and make use of various objects and tools with peers to set up challenging obstacle race or distinctive jumping games. Children are engaged in the games by taking turns. They keep changing the setup to increase the level of complexity and have fun therein. However, teachers are required to encourage children to take part in music activities more often so as to help children gain balanced learning experiences. Teachers observe children's performance during the activities and inspire children to be innovative and take bold attempts. In the meantime, teachers remind children to give due consideration to safety and invite them to share their creative ideas, discoveries and feelings afterwards, thereby facilitating children to consolidate the new knowledge acquired.

### **3. Recommendations for Enhancing Self-improvement of School**

The management leads the teaching team to practise the SSE rationale for reviewing and



improving the school work. In tandem, it refines the school-based curriculum continuously, striving to nurture children's good moral character and their willingness to learn and to explore. The school must revise the difficult learning and homework content of K3 in the second school term and cancel the revision and dictation simulation activities during the primary one adaptation programme, so as to cater for the abilities and needs of children.