

School No.: 564680

Quality Review Report (Translated Version)

Chinese YMCA Kwai Chung Kindergarten

**Unit No. 3, Podium Level 3, Kwai Chung Shopping Centre,
Kwai Chung Estate, New Territories**

20, 21 & 23 November 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: 20, 21 & 23 November 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 organisational structure of the school is clear. The leadership team understands the daily operation of the school through meetings and school visits. It cares about and supports the development of the school. The management has served the school for years and has extensive experiences in administration and teaching. It demonstrates its professional leadership by guiding the team to implement the education rationale of child-centredness and enhance the curriculum continuously. The management is open-minded and strives to create a work atmosphere of candid communication. It is willing to listen to and accept the views of the staff to build a consensus. The management assigns duties appropriately according to teachers' abilities, expertise and experiences while empowering teachers properly to unleash their full potential. Members of the teaching team discharge their duties well. With sincere co-operation and mutual support, they drive the school forward.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. It evaluates the work of the school in various areas by collective discussions, analyses its school context based on children's performance and stakeholders' views, and sets annual priority tasks as well as deploying corresponding strategies. In these two years, the school has regarded cultivating children's positive values and attitudes, and strengthening the promotion of Chinese culture to enhance a sense of national identity in children as its major concerns. It formulates the work objectives and implementation plans in the aspects of teacher training, curriculum arrangements and parent participation so as to foster children's moral development in a step-by-step manner. The school reviews the implementation of the major concerns through regular meetings and makes adaptations and follow-ups as needed to facilitate the accomplishment of the expected goals of the plans.
- 1.3 The school caters for learner diversity. It identifies children with special needs as soon as possible to make referrals and take follow-up actions. The school considers parents as partners. Teachers maintain close communication with parents through

effective and diversified channels so that both parties can be informed of children's performance in all areas in a timely manner and discuss the support strategies. Teachers also disseminate the latest school news via internet, electronic applications, etc., to enable parents to grasp all kinds of information conveniently. The school makes good use of external resources and that of the organisation to organise suitable parent education activities to help parents understand children's developmental needs and proper parenting skills. In tandem, a parent volunteer team is formed to encourage parents to assist in school activities and let them understand the school mission. Parents have a sense of belonging to the school. They are willing to take part in parent-child activities and volunteer work. They have built mutual trust with the school and contribute towards the sustainable development of the school.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide*, the school selects real-life themes to design an integrated curriculum. The curriculum content covers various learning areas to foster children's comprehensive development. To improve children's language ability, the school adds plentiful reading resources and actively arranges reading activities at school and parent-child reading to cultivate children's reading interests and habits. Moreover, it provides opportunities including group discussion, presentation and drama play for children to build their confidence in communicating with others and the courage to express themselves in an interactive learning environment. Children are given sufficient time to participate in physical, music, art and free choice activities every day to foster their balanced development. In addition, the school shares the news, Bible and moral stories with children during morning assemblies to strengthen moral education. It utilises community resources to organise outdoor activities such as visiting parks, museums and fire fighting facilities to broaden children's horizons. However, the school must review and revise the excessively difficult language homework content of K3 to meet children's learning and developmental needs.
- 2.2 The school has devised an explicit policy on the assessment of child learning experiences. It draws up the assessment content in accordance with the curriculum objectives. There are also assessment criteria for teachers to refer to. Teachers assess children's performance in all learning areas using continuous observation and documentation. Furthermore, they create learning portfolios to maintain various

types of assessment forms, children's artworks and activity photos, presenting children's growth in different ways. Teachers distribute assessment records to parents in a timely manner and give advice on children's needs so that home and school can join hands to facilitate children's learning. The school consolidates and analyses children's assessment information on a regular basis to inform the curriculum planning and promote the development of learning and teaching.

2.3 The school has a mechanism of curriculum coordination, monitoring and review in place. The management leads teachers to conduct collaborative lesson planning. They design teaching activities based on the curriculum review findings of the previous school year together with the experiences and outcomes accumulated when implementing the annual plans. Through scrutinising documents, performing in-class collaboration and observing lessons, the management gets a grasp of the curriculum implementation and gives its opinions and support to teachers at an opportune time. Teachers often reflect on their teaching. They evaluate the activity effectiveness against children's performance and make follow-up suggestions. They communicate with one another during regular meetings, peer lesson observations and so forth to raise the teaching standards unceasingly.

2.4 In recent years, the school has taken cultivating children's positive values and attitudes as its major concern. Teachers apply what they have gained from training to select picture books that are in line with the learning themes and children's interests to guide children to understand moral characters like perseverance, caring and respect through stories. A great variety of experiential activities are designed. For example, under the theme of family, teachers encourage children to give family members massage and help with simple housework, hence learning to be grateful and responsible. Teachers also observe children's daily performance and set moral objectives with children, along with an award scheme, to promote children to do good deeds. Charity fund-raising activities are introduced to the parent-child sports day to let children and their family bring into practice helping people in need in the society. Besides, the school also strengthens the promotion of Chinese culture to enhance a sense of national identity in children. Chinese culture week and festive activities are held to provide opportunities for children to appreciate and create traditional artworks, make and taste festival cuisine as well as understanding and experiencing Chinese folk custom, so as to cultivate children's admiration of Chinese culture. Children attend the national flag raising ceremony weekly and on special days to learn the warranted etiquette. In this school year, the school forms a team

of children flag-guards and plans parent-child cultural experiential activities, thus deepening children's understanding of the country from multiple perspectives to further develop their sense of belonging towards the country.

2.5 Teachers plan the activity venues meticulously. They set up an array of corner activities in the classrooms and lobby to increase the play space for children effectively. Children's works are used to beautify the school environment as well as facilitating children's mutual appreciation and learning. In alignment with the themes, teachers decorate the role-play corner as a country park and provide plentiful props and materials for children to gain new experiences through real-life scenarios. Children role-play as tourists to fish by the river. Then, they simulate cooking the catch on a griddle, or skewering the food and cooking it on a grill. Children fly kites, blow bubbles at the campsite or chat comfortably in a tent, showing good imagination and speaking skills. Children explore with their senses in the exploratory corner. For instance, they develop their problem-solving skills by constructing a bridge with building blocks and cardboard for the ducks to cross a river, and finding out ways to balance objects. They observe and compare the features of different leaves and make leaf rubbings, displaying their curiosity. The reading corner in the lobby is spacious and comfortable, furnishing with sofas, puppets and so forth. Books of various topics are placed on the shelves to accommodate the preferences of children and arouse their interest in reading. Children take the initiative to read and guess how the story goes with peers, thus enjoying the fun of reading. Children choose from a wide range of art and craft materials of their own accord to create artworks, unleashing their creativity. They write letters to teachers and peers, using pictures and simple words meaningfully to express their thoughts. Teachers walk around to observe or join children's play. After the activities, teachers lead children to revisit the learning process and guide them to share their play experiences and discoveries, thereby inspiring children to deepen their learning.

2.6 Teachers give clear and organised instructions. They are good at using stories to connect the learning content and make use of teaching aids to illustrate concepts such that children are attracted to listen to them attentively. As the story unfolds and according to the storyline, teachers ask questions to prompt children to express their views and increase teacher-child interaction. Teachers are kind and amiable. They cater for children patiently. Teachers always recognise and encourage children with positive words to nurture them to be optimistic and confident.

Teachers allocate the lobby space for children to play circuit games, ride tricycles or choose physical equipment on their own to engage in gross motor activities to develop basic physical skills and movements such as climbing, balancing and tossing. Through music activities of singing, performing rhythmic movements, playing musical instruments, etc., teachers improve children's sense of rhythm while fostering their creativity. Yet, teachers are required to review the design of music activities to prepare a suitable amount of learning content and aptly adjust the pace of teaching in light of children's performance, with a view to boosting the effectiveness of the activities.

- 2.7 Children are lively and cheerful. They are proactive and willing to share with others the interesting things in their daily life. They always play together and are keen to help and support one another, displaying good affective and social development. Children have favourable self-care abilities and hygiene habits as they are able to put on and take off their socks and shoes by themselves, tidy things up after use and properly clean their hands before eating and after going to the toilet.

3. Recommendations for Enhancing Self-improvement of School

Team members of the school work as one to provide children with an integrated and comprehensive learning experiences while seeking self-enhancement continuously through the established SSE mechanism and culture. Upon such solid foundation, the school is required to revise the excessively difficult language homework of K3 to meet children's learning and developmental needs. Teachers should also evaluate and improve the design of music activities and aptly adjust the pace of teaching based on children's performance to boost the activity effectiveness.