

School No.: 563439

# **Quality Review Report (Translated Version)**

**Yan Chai Hospital Kwok Chi Leung  
Kindergarten**

**Upper G/F (South), 9 High Street, Sai Ying Pun, Hong Kong**

**1, 4 & 6 December 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: 1, 4 & 6 December 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 school has received adequate support from the organisation in the areas including administrative management and resource deployment. The school maintains liaison with the affiliated schools of the organisation to hold joint-school teacher training and exchange activities on a regular basis for the unceasing enhancement of the professional competence of teaching team. The administrative structure of the school is clear and the daily operation is generally smooth. The team is stable and creates a harmonious and inclusive atmosphere at work. Members of the team join hands to promote the school development.
- 1.2 The school has followed up on some recommendations of the previous Quality Review by improving the policy on the assessment of child learning experiences and revising the arrangement of daily schedule. The school establishes a mechanism to practise the rationale of school self-evaluation in implementing teaching and daily activities with the aim of fostering its continuous improvement. To keep pace with the development trends of education, the school has set increasing children's understanding of Chinese culture and refining the music activity design as the priority work of the last school year. It has utilised external resources in supporting the implementation of relevant plans. In this school year, the school keeps on considering strengthening the learning effectiveness of music activities as its major concern. It arranges training for teachers and assists them in grasping the skills in designing diversified activities while mobilising parents to take part therein, thus gradually promoting the work plans.
- 1.3 The school embraces children of different backgrounds and those with special needs, and lets children grow up in a harmonious and caring environment. Teachers identify children's diverse needs the soonest through daily observation and provide referral service as well as appropriate assistance. Teachers cater for non-Chinese speaking (NCS) children conscientiously by adopting daily life scenarios to facilitate them to get familiar with the common daily expressions. In tandem, teachers offer

supplementary materials to help NCS parents teach their child about the stroke orders and pronunciation of Chinese words. All these are conducive to NCS children's Cantonese learning.

- 1.4 The school organises suitable support activities for newly admitted children. At the beginning of the school term, parents are allowed to accompany their child in class, which is favourable for children to adapt to the school life and environment in a step-by-step manner. The school invites the graduates back to the campus and share their moments in primary school. It also arranges experiential activities for K3 children to get emotionally and psychologically prepared for promoting to primary one. The school maintains communication with parents, launches various parent education activities and forms a team of parent volunteers for parents to understand the school operation and their child's performance at school. Thus, the school and parents work together to nurture children's healthy growth.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and the teaching packages, and selects themes that are closely related to children's life experiences to devise the curriculum outline. The curriculum covers all learning areas and takes into account children's development in the domains of ethics, intellect, physique, social skills and aesthetics. Teachers design integrated activities to cultivate children's positive values and attitudes as well as assisting them in acquiring skills and constructing knowledge. The school has improved its daily schedule to plan daily music, physical, art and free choice activities, which is beneficial for children's balanced development. However, some learning content and homework in Early Childhood Mathematics for K3 are rather difficult. The school is required to review and remove the related content to meet children's abilities and learning needs.
- 2.2 The school has a mechanism for the assessment of child learning experiences. Teachers maintain assessment information and children's work in the learning portfolios, as evidence of children's performance in all learning areas. Teachers meet with parents at an opportune time to keep them informed of their children's situation. Yet, teachers are recommended to render concrete suggestions in light of the performance of children and help parents take follow-up action, hence facilitating children's development and growth. Besides, the school must stipulate criteria for

the assessment items in accord with the teaching objectives so that teachers can conduct assessments objectively.

- 2.3 The school has established a mechanism of curriculum coordination, monitoring and review. The management keeps track of the implementation of curriculum by attending curriculum meetings of each grade level and walking through the classrooms. Teachers prepare thematic evaluation to find the highlights and difficulties in teaching while discussing follow-up strategies to address the various needs of children. The management is required to strengthen its role of curriculum leadership to lead teachers to share their teaching experience with one another through focused professional exchange, peer lesson observations and so forth. In the meantime, the teaching team must make use of information such as teaching reflection and child assessment to inform the curriculum.
- 2.4 Last school year, the school regarded enhancing children's understanding of Chinese culture as its major concern. Teachers were arranged to attend relevant seminars and visit the Hong Kong Palace Museum so as to deepen their knowledge in promoting national education and their skills in designing relevant activities. The school organised language and art activities such as theatre of idiom stories, sharing of Chinese classic poetry and shadow play. It also conducted festive and parent-child activities, including traditional Chinese costume shows, pitch-pot and Cuju games, for children and parents to experience traditional Chinese culture and art. Building on this existing foundation, the school is required to incorporate the learning element of Chinese culture into its curriculum systematically for tying in with the themes and children's needs with a view to strengthening the continuity of the activities.
- 2.5 The school has regarded boosting the learning effectiveness of the music activities as its development focus in recent two years. It arranges seminars on music and arts conducted by the organisation and school-based music training activities for teachers to enhance their expertise. Teachers design music games based on themes, with the aim of increasing children's music knowledge and skills in ensemble of instruments. As observed, children were engaged in the music activities. They like singing and are able to create rhythmic movements dovetailing with the content and melodies of songs. Meanwhile, K3 children can even play musical instruments along the beat. Even so, the school has to give careful consideration to the arrangement of conducting activities with percussion instruments to extend children's interest in music.

- 2.6 The school places the two-dimensional and three-dimensional artwork of children on campus for them to appreciate one another. According to children's interest, teachers design the interest corners and different learning tools for children to play at their own preference during the free choice activity time. Teachers set up the role-play corners meticulously and furnish them with a wide range of materials for children to carry out games. K1 children learn to sweep the floor with a broom while trying to fold the laundry and hang clothes on hangers, during which they develop fine motor skills and self-care abilities. K2 children enjoy playing imaginative games like putting on make-up, dressing up and having facial massages at a simulated beauty salon. K3 children pretend to be waitpersons, customers and other roles in a Chinese restaurant to interact with one another. They prepare artwork about Dim Sum to decorate the interest corners as well. The reading corners are set-up comfortably with plenty of books that can attract children to read therein. Teachers make a small stage of storytelling to prompt children to tell story to each other and use puppets to interpret the storyline, which is favourable for improving children's reading interest and oral expression skills.
- 2.7 Teachers are kind and always praise children for their positive behaviour. Teachers care about the needs of children and give timely response, developing a good relationship with them. Teachers are well prepared in teaching while designing interesting activities and utilising suitable teaching materials to help children understand the relatively abstract concepts. After activities, teachers are recommended to ask questions to guide children to share and consolidate their experiences for extending learning. Taking into account children's physical and psychological development, teachers carefully plan gross motor activities and design physical circuit games. They also employ interesting contexts to introduce activities, enabling children to grasp the basic movements. Children have sufficient amount of exercise, are excited and bold to face challenge in the activities, demonstrating good body coordination. Teachers are able to cater for learner diversity. It is observed that teachers adopted strategies, such as individual guidance and seating arrangements, to support children with various learning needs. They also adjusted the pace of speech and combined with body language to let NCS children understand the teaching content.
- 2.8 Children are energetic and polite. They are friendly to others and greet people proactively. Children are eager to respond to teachers' questions and articulate systematically with rich content. They are willing to play and share toys with their

peers, possessing good affective and social development. NCS children grasp the basic instructions in Chinese, with some of them expressing their thoughts in simple Cantonese. They get along well with peers, helping and caring for each other.

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

- 3.1 The school should follow up on the recommendations of the previous Quality Review regarding self-evaluation while the team must set the major concerns according to the school context and developmental needs of children so that the team members can discuss task objectives and expected outcomes together as well as formulating focused implementation strategies for promoting the plans and evaluating the effectiveness in an effective way. The school is also required to refine its practice for storing documents in order to ensure that its experiences and outcomes can be passed on and continued.
- 3.2 The management must strengthen its role of curriculum leadership to guide teachers to inform the curriculum by make use of information such as teaching reflection and child assessments. The learning content and homework in Early Childhood Mathematics for K3 that are too difficult must be removed to suit children's development. The school is advised to let teachers share their teaching experience through focused professional exchange, peer lesson observations, etc., thereby increasing the quality of learning and teaching continuously.