

School No.: 600377

Quality Review Report (Translated Version)

CUHK FAA Shun Lung Yan Chak Kindergarten

**2/F., Ancillary Facilities Block, Tin Shing Court, 3 Tin Ching Street,
Tin Shui Wai, Yuen Long, New Territories**

30, 31 January & 2 February 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: 30, 31 January & 2 February 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 The school maintains communication with the leadership team and keeps the team informed of the school's development direction, policy guidelines and operations through regular meetings. The school has a well-defined administrative structure in which the management coordinates teaching and administration with clear division of labour, leading the team to promote continuous advancement of the school. The management disseminates information and gathers teachers' views through different channels and creates a deliberative culture. Team members work together harmoniously resulting in smooth daily operations. The school provides suitable training for teachers and has an induction mechanism in place to help new recruits settle in their work the soonest. The appraisal system of the school facilitates teachers to reflect on their individual performance and express their training needs, which is conducive to their professional growth.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to establish a school self-evaluation mechanism. It has led teachers to review the work effectiveness and set its development direction according to children's needs and its development. To keep pace with the curriculum development trends, the school has considered enhancing children's understanding of Chinese culture as the major concern for two consecutive years. It has devised work plans in the aspects of teachers' professional development and children's learning. In this school year, the major concern of the school is promoting children's learning through play. The school implements the work through different strategies such as teacher training, environment setup and revision of daily schedule. On the whole, the implementation strategies are in line with the work objectives in general and the plan is being carried out in a step-by-step manner.
- 1.3 The school strives to create a caring and inclusive atmosphere on campus. It attends to children's diverse needs aptly. The school has established an identification and referral mechanism. Teachers discuss the support and teaching strategies in

meetings to understand the situation of children in each class and collaboratively cater for children's needs. There are suitable measures for children who are newly admitted and those who are about to promote to primary one, including arranging an adaptation week for the newcomers to integrate into school life as soon as possible. K3 children visit primary schools to learn about their environment and learning modes, thus getting psychologically prepared for the next stage of education. The school understands the importance of home-school cooperation. It strengthens the home-school liaison as well as fostering parents' trust and support through the parent-teacher association. By means of face-to-face meetings, telephone calls, parents' day and so forth, the school maintains close contact with parents to exchange their views on the performance of children. In tandem, the school holds workshops, talks, etc., to assist parents in understanding the developmental needs of children and enhance their competence in parenting.

2. Learning and Teaching

- 2.1 The school makes reference to teaching packages to devise an integrated curriculum with real-life themes. The learning content accommodates children's needs and interests and the curriculum covers all learning areas, which are beneficial for the cultivation of children's positive values, the promotion of their skill acquisition and knowledge construction. The daily schedule is balanced that children have sufficient opportunities to participate in music, physical, art and free choice activities every day. The school attaches importance to the development of children's moral character, including showing filial piety to parents and respecting others, and encourages children to do good deeds in daily life. The school forms a team of children flag guards and holds the national flag raising ceremony weekly to cultivate the warranted etiquette and attitude in children towards the ceremony, thereby building their sense of national identity.
- 2.2 The school assesses children's learning through continuous observation. Moreover, it creates learning portfolios for children to retain information such as assessment forms, observation records, simple learning tasks and so forth as evidence of children's growth. The school invites parents to share children's living habits, emotions and behaviour at home so that teachers can gain insight into the developmental needs of children. Teachers meet with parents periodically to keep parents informed of children's holistic development. Teachers make reference to

the child assessment information to adapt the curriculum.

- 2.3 The management discusses with teachers the learning objectives, activity design and environment setup of each theme in regular meetings. Teachers prepare lesson plans and make teaching aids based on the learning objectives. The management scrutinises teaching plans and conducts classroom walkthroughs to keep track of the curriculum implementation. Furthermore, it convenes curriculum review meetings with teachers at the end of a school term to review the learning content of each grade level and inform curriculum planning. The management could lead teachers to do a comprehensive review on the appropriateness of the curriculum from the perspective of children's developmental needs, teaching strategies and other aspects to further enhance the effectiveness of curriculum evaluation.
- 2.4 The school has regarded enhancing children's understanding of Chinese culture as the major concern for two consecutive years. In the previous school year, the school arranged different visits for children, such as visiting a bamboo theatre of Cantonese opera, the Legislative Council Complex and the Spiral Lookout Tower. In this school year, apart from letting children understand the custom of Chinese festivals and taste festive food, the school also plans learning themes relating to Chinese culture for children of each grade level. The theme of K1 is about traditional Chinese toys and games. With this theme, children learn about toys like rattle drums and spinning tops, and they also try to make rattle drums. Peking opera is the theme of K2, from which children deepen their understanding of the costumes and masks of Peking opera, and they have chances to draw Peking opera masks. K3 children make recycled paper, shadow play puppets and revolving lanterns with the theme of paper cutting. The school gives children opportunities to experience Chinese culture and art creation and children are interested in the activities. The effectiveness of the plan is evident.
- 2.5 Another major concern of this school year is promoting children's learning through play and the school provides play venues for children. Teachers design corner activities that tie in with the learning themes in the classrooms. There are a simulated kitchen and an art gallery, a large building block corner and other activity corners along the corridors. A classroom is specially set up as an exploratory zone for children to make observation and perform tests. During free choice activity sessions, children select the activities both inside and outside the classrooms according to their preference. Plentiful materials are available in the learning zone and the design of some activities inspires children to explore with multiple senses.

As observed, children put different items into water to test their buoyancy. Children also observed the growth of plants and made brief records. Children and their peers used large building blocks to construct what were on their minds, such as castles and houses, and drew with art and craft materials to unleash their creativity. Teachers observed children's performance and rendered support when necessary. By and large, the corner activities that teachers designed are interesting and facilitate children's learning through play.

- 2.6 Teachers are amiable. They care for children and accept children's diverse needs. Teachers utilise visual cues to remind children of the appropriate behaviour while soothing the emotions of individual children and offering guidance to help children's learning, resulting in good classroom routines in general. Teachers are good at using real objects and images to facilitate teaching and assist children in understanding the learning content. In addition, the school encourages teachers to design exploratory activities in thematic learning. For instance, with the theme "wind", teachers of K3 provide children with different materials to test and then select the suitable materials for windproof facilities. Drawing on this activity experience, the management could lead all teachers to give children more opportunities for exploratory learning, and foster children to construct knowledge through observation, comparison, tests and so forth, so as to enhance children's learning motivation and effectiveness. Children love taking part in music activities. They sing and perform rhythmic movements to the music or beat time with musical instruments, thoroughly enjoying themselves. During physical activities, teachers enable children to grasp physical movements. Children can choose other activities as well, which include bouncing balls, crawling through a tunnel and playing a climbing frame, to foster the development of their gross motor skills.
- 2.7 Children are courteous and love going to school. They are eager to respond to teachers' questions and willing to sharing their life experiences. Children get along well with their peers, know how to share materials and play cooperative games together, showing good social and affective development. Children display satisfactory self-care abilities and personal hygiene as they put on and take off their shoes on their own before and after naptime, put back the tableware and items used when meal time and activity time is over, and clean up by themselves after using the toilet.

3. Recommendations for Enhancing Self-improvement of School

In addition to providing training related to the major concerns for teachers, the school encourages them to keep on learning and strive for professionalism. The management could lead the team members to share what they have gained from training to create a learning atmosphere of mutual encouragement among peers. When devising development plans, the school is advised to set success criteria that align with the work objectives and make the most of children's performance to review the work effectiveness. The school has been working hard to promote children's learning through play in recent years. Upon such foundation, the management should steer teachers of each grade level to design different exploratory learning activities to further enhance the effectiveness of learning and teaching.