

School No.: 575429

Quality Review Report (Translated Version)

Chinese Y.M.C.A. Sheung Shui Kindergarten

**G/F., Ching Yun House (Block B), Ching Ho Estate, Sheung Shui,
New Territories**

15, 16 & 18 January 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, 16 & 18 January 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 receives support from the organisation in terms of financial, administrative and other matters while regularly exchanging experiences and cooperating with the affiliated schools of the organisation for resource sharing. The management allocates duties in light of the school's needs and teachers' expertise. It also assigns experienced teachers to mentor new recruits through teaching demonstration and professional exchange, helping them adapt to the work environment. Team members discharge their duties properly and communicate closely with one another. They are willing to express thoughts and accept opinions from others, resulting in an inclusive and harmonious atmosphere at work. A proper document filing system is in place for the team to access, which is favourable for passing on information. The school's daily operations run smoothly. The school organises teacher training which aligned with the major concerns and conducts peer lesson observations in the way of video recording so as to strengthen teachers' professional capacity through mutual observation and evaluation.
- 1.2 The school has established a school self-evaluation (SSE) mechanism and applied the rationale of SSE in its routine work. The management leads teachers to review the effectiveness of each task and the entire work plan in a timely manner while devising major concerns that tie in with the needs of children through collective discussion. The school has followed up on the recommendations of the previous Quality Review that views of different stakeholders are taken into consideration for setting work objectives and deploying strategies. In tandem, the school adjusts its work through interim meetings, which is conducive to the implementation of the plans. The school has regarded facilitating children's social development as its priority task in recent years. Teacher professional training, learning activities and parent-related work are planned based on the annual key moral characters. In this school year, the school takes helping children develop self-confidence, curiosity and exploratory spirit as its major concerns. The work plans are being implemented in

a step-by-step manner.

- 1.3 The school caters for learner diversity. It establishes an explicit mechanism for identification and referral while collaborating with external professionals to offer appropriate support to children in need. An adaptation period is introduced to newly admitted children to assist them in integrating into school life gradually. The school maintains contact with parents through various channels and has parent representatives at each grade level to serve as a bridge for communication between parents and the school. Making good use of parental resources, the school organises parent volunteers to assist with school activities. It also holds tea gatherings to enhance communication among parents, allowing them to share parenting experiences and support one another. Parents' meetings, lesson observations and other activities are organised on an annual basis to keep parents informed of the education rationale and curriculum implementation of the school. Meanwhile, the school launches parent-child activities, talks and workshops regularly with a view to increasing parents' understanding of child-rearing, thus strengthening their competence in parenting effectively.

2. Learning and Teaching

- 2.1 In accordance with the school mission and the *Kindergarten Education Curriculum Guide*, the school devises its curriculum, integrating various learning areas through real-life themes. The curriculum content is comprehensive and covers the cultivation of children's values and attitudes as well as their acquisition of skills and knowledge. The school attaches importance to enriching children's life experiences by arranging visits and field trips to the community based on themes, arousing children's interest in learning. The school forms a flag-guard team and conducts the national flag raising ceremony every week, during which children show proper etiquette and earnest attitude. Teachers also design experiential activities related to festivities and traditional art to help children understand Chinese culture.
- 2.2 To enhance children's speaking abilities and confidence, the school arranges sharing sessions during daily thematic activities. Children take turns answering teachers' questions in small groups. Teachers then select individuals to share with the whole class. This approach provides more opportunities for children to express themselves. Yet, it was observed that some teachers stuck to the prescribed steps of sharing session which somehow led to a lack of flexibility in the activity process and

thus affected the teaching effectiveness. The management must steer teachers in developing appropriate questions and flexibly adjusting the activity arrangements based on children's performance so as to enhance the effectiveness of the activities. The school allocates sufficient time for children to take part in music, physical, art and free choice activities every day, leading to a balanced daily schedule. However, some learning content and homework for K3 are too difficult and the school is required to remove them for meeting children's developmental needs.

- 2.3 Teachers set assessment items in accord with the teaching content. They conduct assessments through continuous observation and develop learning portfolios, using thematic assessments, observation records and so forth to reflect children's development in various learning areas. Moreover, the school invites parents to record children's self-care abilities and behaviour at home so that teachers can know about children from different perspectives. The school distributes the assessment information and meets parents periodically to keep them informed of their child's learning. The school collates the assessment information of all grade levels for following up on children's learning and adapting the curriculum.
- 2.4 A mechanism for curriculum coordination, monitoring and review is in place. The management guides teachers to devise the thematic outline by making reference to the teaching reflection and child assessment information. It also conducts collaborative lesson planning with teachers before the start of a theme to discuss the activity content and environment setup with a view to assisting teachers in preparing concrete teaching plans. Through classroom walkthroughs, lesson observation, scrutiny of curriculum documents, etc., the management keeps track of the curriculum implementation and gives suggestions and support accordingly. In the last school year, the school revised the reflection log with an aim of guiding teachers to evaluate the effectiveness of activities against children's performance. In this school year, teachers have been able to observe and record children's performance in activities but they are yet to give descriptions accurately corresponding to the learning goals, which hinders the review effectiveness. Teachers are required to enhance their reflection abilities, respond to the review findings and provide improvement suggestions, thereby increasing the learning and teaching effectiveness.
- 2.5 The school puts emphasis on children's social development and has regarded this as the major concern in recent years. In conjunction with the themes, teachers design moral activities. For instance, in a theme about symbols, children are asked to identify and understand the signs they encountered in daily life and learn to follow

rules. Teachers guide children to share their experiences during morning assemblies, encouraging them to practise virtues in their life. As observed, children were obedient and polite. They helped and cared for one another while respecting peers' ideas. The school takes helping children develop self-confidence as its major concern of this school year and posts praise cards all around the campus. Meanwhile, teachers also reserve time for guiding children to appreciate one another and affirm the good behaviour of themselves and their peers. That said, some of the strategies implemented by the school are not closely linked to building children's self-confidence. The school must deploy more targeted strategies in view of its work plans in order to enhance the effectiveness.

- 2.6 The school utilises corridors and walls to display children's works for their mutual appreciation. Teachers set up different learning corners in classrooms according to themes, including creating scenarios for role-play and providing diversified materials. Children love to do artworks in art corners. Some of them use popsicle sticks and coloured paper to make signs, and the others create their own characters. Their works are in great variety and creative. Some children also have role-play with their peers in the imaginative play corners. For example, they enthusiastically simulate themselves travelling on a bus to different places. In alignment with the major concern of this year, namely cultivating children's curiosity and exploratory spirit, the school instructs teachers to apply their training in designing theme-related extended activities, enhancing the elements of exploration in the exploratory corners. Activities like letting children observe the floating and sinking of different materials and testing how toy cars slide down from various slopes are effective in arousing children's interest in using multiple senses. Teachers understand children's learning by observing and taking part in their games while giving timely assistance through strategies such as providing more materials and raising questions to consolidate what children have learnt. Some learning tools in the interest corners are designed with different levels of complexity. Teachers are advised to extend such practice to other teaching tools, taking a step further to cater for learner diversity.
- 2.7 Teachers are kind and friendly. They always encourage children to appreciate themselves and others, which creates a supportive and encouraging learning atmosphere. Teachers engage children in activities by bringing in real-life scenarios and using facial expression and gestures. They elaborate clearly and always use pictures, self-made teaching aids, etc., to help children understand the learning content. In music activities, children feel the beats of music, perform rhythmic

movements and play musical instruments along the rhythm under teachers' guidance, the basic sense of music is established. Teachers design different physical activities such as circuit games and group games to foster children's gross motor development in an effective manner.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 In response to the findings of SSE, the school plans development direction that ties in with the school context. Over the past few years, the school has been regarding promoting children's social development as its work plan and takes developing children's self-confidence as its major concern of this school year. The school is recommended to devise focused strategies and success criteria with a view to enhancing the effectiveness of the major concerns and assessing the efficacy of the plans accurately.
- 3.2 The management must lead teachers to reflect on their teaching against the learning objectives, analyse the reasons for not achieving activities' aims and provide corresponding suggestions for improving teaching to a further extent. The school is required to remove the difficult homework and content for K3 in order to address children's development.