

School No.: 231240

Quality Review Report (Translated Version)

**Choice English School & Kindergarten
(Tsing Yi Branch)**

G/F-1/F, Block 1, Tsing Yi Garden, Tsing Yi, New Territories

22, 23, 24 & 29 May 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: 22, 23, 24 & 29 May 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 makes good use of resources to arrange training activities for teachers such as letting them visit the affiliated schools for exchanges and sharing of good practices, which is conducive to broadening teachers' horizons and enhancing their professional competence. The guidelines formulated by the school are explicit and staff members have a clear understanding of their responsibilities and work requirements. In tandem, team communication and sharing of information are promoted by regular meetings. The management takes into account teachers' experiences and preference to assign duties. It offers them guidance as well. Team members discharge their duties properly and are in harmony, resulting in smooth daily operations.
- 1.2 The school recognises the rationale of school self-evaluation (SSE) and has established a SSE mechanism. The management leads teachers to collaboratively discuss and set forth the major concerns based on children's needs and the school context. The school has been regarding promoting national education as its major concern for two consecutive years. It implements the work in the aspects of activity design, utilisation of external resources and home-school cooperation, etc. The plan has been carried out progressively in general.
- 1.3 The school provides appropriate support for the newly admitted children. For instance, it holds meetings for parents of the newcomers to let them know how to help their children adapt to the new environment. The school also arranges adaptation activities to enable children to integrate into school life as soon as possible. In respect of the interface between kindergarten and primary education, the school organises primary school visits and provides information of Primary One Admission for K3 children and their parents. Moreover, the school lets children get a first glimpse of primary school life using themes so that they are psychologically prepared for promoting to primary school. The school has built mutual trust with parents and maintains close contact with them through different channels. It holds

parent education activities or invites parents to serve as volunteers to deepen parents' understanding of parent education and the school curriculum. The parent-teacher association has been formed for years. It assists the school in organising activities and reflects parents' views to the school, thus strengthening home-school connection effectively.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to design an integrated curriculum. It selects external learning and teaching resources, along with books to design learning activities which address the cultivation of attitudes as well as the acquisition of skills and knowledge in children. However, the school curriculum puts more weight on the learning of Language and Early Childhood Mathematics. The school should refer to the curriculum documents of the Education Bureau to plan its curriculum and strengthen the comprehensiveness and balance of the learning content. Regarding the daily schedule, the school provides sufficient opportunities for children to participate in music, physical, art and free choice activities every day.
- 2.2 The school encourages children to read. It helps children build a reading habit through reading schemes and book borrowing arrangements. External tutors are arranged to lead children to sing along Japanese songs once a month. Yet, learning Japanese is inappropriate to children's developmental needs and the school fails to create an effective language environment, leading to the ineffectiveness of the activity. The school is advised to cancel the relevant arrangement and use the lesson time prudently to plan learning activities that suit the growth needs of children. The school asks K1 children to copy words in the summer vacation while there is an extensive amount of copying in the homework of K2 and K3. Moreover, the learning content of Language of K3 at the end of the school term is too difficult. The school must revoke the arrangement of asking K1 children to write with pencil and review the curriculum to remove the excessively difficult learning content as well as improving the homework design to meet children's developmental and learning needs.
- 2.3 The school has a curriculum management mechanism in place. The management attends meetings to lead teachers to plan various learning activities. It also understands the curriculum implementation and offers guidance to teachers through scrutinising teaching documents, conducting lesson observations and classroom

walkthroughs. Teachers reflect on their teaching periodically, but they mostly describe children's learning in their reflections and seldom make suggestions for improvement. The management is required to guide teachers to review the effectiveness of activities according to learning objectives and children's performance while helping teachers enhance their reflection skills to improve the efficacy of learning and teaching continuously.

- 2.4 The school premises are bright, clean and in good maintenance. Teaching aids and materials are placed in an orderly manner for activities to be carried out smoothly. Teachers display children's works in the classrooms and along the corridors to facilitate children to appreciate and learn from one another. There are language and numeracy activities in the learning corners of the classrooms to consolidate children's learning. Family corners are set up in all classrooms, with kitchenware and toy foods provided for children to manipulate. The school may increase the diversity and play elements of the learning corners, such as decorating different role-play corners in accordance with the learning themes and designing interesting activities of sensory exploration, and offering more teaching aids, toys and materials, to get children more engaged in the activities and unleash their creativity, hence fostering children's all-round development.
- 2.5 The school has always been putting emphasis on children's moral education. The teaching team incorporates moral elements into the thematic curriculum of each grade level. It chooses relevant teaching materials and storybooks to help children develop values of right and wrong. Teachers always praise children for their good behaviour to foster their moral development. The school has regarded promoting national education as its major concern in these two years. The national flag raising ceremony is held every week, on important days and special occasions to cultivate a sense of national identity in children. K3 children take turns to raise the national flag while children of the whole school stand solemnly to sing the national anthem, showing the warranted etiquette. The school creates Chinese culture corners and boards to introduce Chinese culture and art as well as folk toys. It arranges for children to try papercutting, Chinese opera masks making, ink paintings and other artistic creation while experiencing playing folk toys like Chinese jackstones, bamboo-copter and spinning top. The school also holds parent-child activities, including watching face-changing performance and participating in booth games of grasshopper weaving, dough figurines making and pitch-pot, etc., for children to gain more exposure to Chinese culture.

- 2.6 Teachers are kind and amiable. They care for children and accept children's diverse needs. A good classroom routine has been established, which is beneficial for implementing activities. Teachers are well prepared for teaching. Nonetheless, they focus on explaining during thematic learning activities, leading to insufficient time for children to think and give responses. Teachers are advised to increase children's opportunities in participation and expressing themselves, and let children gradually construct knowledge through exploration, thinking and expressing their ideas. During free choice activities, teachers give children instructions about the use of teaching aids and encourage children to complete the activities. Teachers are recommended to observe more often and pay more attention to children's performance while joining in children's play at opportune times to guide children to learn through play. After activities, teachers may invite children to share their play experiences and their work so as to help children collate and consolidate their learning as well as enabling children to learn from one another. Teachers utilise the play space to design different physical activities for children. However, children have to carry out a number of activities in the same physical activity session, which affects the learning effectiveness. Teachers must refine such arrangement.
- 2.7 Children are courteous and willing to communicate with others. They like to play with peers and are happy to serve and care about others, demonstrating good affective and social development. Children learn with enthusiasm and respond to teachers' questions eagerly. After activities, they tidy things up on their own or with peers together, which shows their favourable self-care abilities. However, the writing and sitting postures of some K2 and K3 children are incorrect. The school is required to strengthen its guidance for children to hold a pencil and write properly. It must also lay a good writing foundation for children by providing proper writing preparations.
- 2.8 Teachers adopt continuous observation to assess children in view of their learning performance as well as physical and psychological development. They also create learning portfolios for children to systematically maintain children's assessment information and works. Meanwhile, parents make records of children's family life to enable teachers to get a grasp of children's behaviour at home. Yet, in thematic assessments, the school divides the learning content and assesses children in terms of primary education subjects such as Chinese Language, English Language, Mathematics and Music. This practice does not comply with the settings of the kindergarten integrated curriculum. The school must make amendments in order to

reflect children's performance accurately and holistically. At the end of a school term, the school calculates the total scores of children in all subjects and present them in the end-of-term report, which may put unnecessary pressure on both parents and children. The school must cancel such arrangement. Furthermore, the school is required to follow up on the recommendations of the previous Quality Review to collate and analyse the assessment information to give feedback on the curriculum planning.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established a SSE mechanism and team members work as one to plan and implement the major concerns. Nevertheless, the management is required to lead the team to make use of the assessment results to holistically review the school development, analyse the current needs and development pace of the school, and set development foci that are in line with the school context as well as specific work plans. With the accumulation of experience, the school may think of how to incorporate the effective strategies into routine work while continuing to lead teachers to engage in professional exchange and share their gain from training, hence promoting the school's continuous advancement.
- 3.2 Children learn at different pace. The school is advised to understand children's individual needs and set up a mechanism to identify and refer children in need. It may enlist external professional support for the children in need to receive proper assistance in a timely manner.
- 3.3 The school has followed up on some recommendations of the previous Quality Review, including improvement on the arrangement of its daily schedule and the use of indoor play area. The management is required to lead teachers to review and revise the planning and evaluation of the curriculum including cancelling the arrangement of asking K1 children to write with pencil, removing the excessively difficult homework content and improving the homework design, creating a more inspiring learning environment as well as strengthening the teacher-child and child-child interactions, so as to promote children's learning effectiveness.