

School No.: 569569

Quality Review Report (Translated Version)

HKEC Elite Kindergarten

Shop No. KG01, Yan Shing Court, Fanling, New Territories

4, 5 & 7 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: 4, 5 & 7 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 leadership team supports the school and understands the operation of the school through regular meetings. It provides timely advice and assistance as well to facilitate the steady development of the school. The management makes good use of empowerment. It assigns tasks according to the abilities and experiences of staff members. Teachers discharge their duties properly and work together to implement various work plans. The school provides guidance for the newly recruited teachers to enable them to adapt to the work environment the soonest. In tandem, the school strives to enhance the teaching quality by actively soliciting external resources to plan different teacher training activities. The appraisal system of the school comprises of teachers' self-evaluation and the evaluation of the management. Through face-to-face meetings, the management reviews the performance of teachers in all aspects objectively and helps them set personal development goals and training direction, hence fostering professional competence of the team.
- 1.2 The school has established a school self-evaluation mechanism. The team formulates the major concerns of every year in view of children's needs and with reference to stakeholders' views. The management forms relevant task groups to lead the team to coordinate diversified strategies and earnestly carry out the plans while reviewing the implementation progress and effectiveness in an ongoing manner. In order to cultivate children's creativity, the school has been regarding organising a wide range of school-based art activities as its major concern in recent years. It has organised teacher training to improve teachers' skills in designing related activities and held different art activities to enrich children's creative experiences. As children have accumulated art experiences over the past two years, the school incorporates elements of Chinese culture into relevant activities and increases children's knowledge on the country by setting up the environment in this school year. The work has been taken forward in a step-by-step manner.
- 1.3 Another major concern of the school in the previous school year was synergising the

efforts of home and school. It held an array of parent education activities like seminars and workshops to further strengthen parents' parenting skills for fostering children's healthy growth. The school actively invites parents to serve as volunteers. For instance, parents join forces with teachers to render assistance to the newly admitted children at school. With adequate care and support, the newcomers can get familiar with the school environment and integrate into school life in the shortest possible time. Moreover, the school fosters communication with parents through diversified channels to keep them informed of its curriculum and their child's learning, thus building a trusted partnership with parents. The school cares about children in needs and provides them with referral services systematically. It also maintains liaison with professionals to ensure proper support for children.

2. Learning and Teaching

- 2.1 The school adopts the storybooks developed by the organisation and takes account of children's life experiences and interests to design an integrated curriculum with themes. The curriculum content covers all learning areas so that children can start from learning to know themselves, their peers and families and gradually extend to explore themes about the community, country and nature. Thus, the curriculum content cultivates children's positive values and attitudes as well as addressing their acquisition of skills and knowledge. The school provides sufficient opportunities for children to participate in music, physical, art and free choice activities every day while arranging different activities to motivate children to learn and enrich their experiences. However, the school asks K1 children to fill the missing strokes of Chinese characters along dotted lines and some of the homework design of Language and Early Childhood Mathematics for K3 children is rather difficult. The school must cancel the aforementioned arrangements to meet children's developmental needs.
- 2.2 To tie in with the major concern of organising diversified school-based art activities, teachers let children appreciate the works of famous artists to inspire their creative ideas. Children design various distinctive artworks. The plan has delivered pleasing results. In this school year, the school puts much effort on incorporating Chinese culture into art activities. Apart from coordinating activities like experiencing ink paintings and blue and white porcelain, teachers also use famous ancient Chinese paintings as an entry point to guide children to understand the food,

transport, etc., in ancient times. In this way, children can learn to cherish and be grateful of what they have while cultivating their admiration of Chinese culture.

- 2.3 The school creates learning portfolios for children to maintain artworks, activity highlights and other information. Furthermore, it formulates assessment items and criteria according to the learning content and assesses children's performance through continuous observation. Teachers invite parents to document children's behaviour and living habits at home so as to get the full picture of children's development. At the end of a school term, teachers report the learning progress of children. They also consolidate and analyse the child assessment information to serve as a reference for curriculum revision.
- 2.4 A mechanism for curriculum coordination and monitoring is in place in the school. The management understands the curriculum implementation by observing lessons, attending meetings and scrutinising curriculum documents. It gives timely guidance as well. The management leads teachers to devise the learning content and teaching plans, and conduct reviews upon the completion of each theme. Teachers reflect on the teaching objectives and children's performance. They revise the activity design and teaching materials as needed. At the end of a school year, the school also consolidates aspects that are worthy of appreciation and requiring for improvement regarding the learning activities, corner setup and so forth. It utilises the reflection results and review findings to inform the curriculum with a view to enhancing the effectiveness of learning and teaching.
- 2.5 The school premises are bright and neat. There are three-dimensional and two-dimensional artworks as well as various types of decorations in the classrooms and along the corridors, creating an artistic atmosphere on campus. The corner activities in the classrooms are designed for facilitating children's interactions and communication. For example, children experience home cleaning, play the role of a postman or an astronaut in the imaginative play corners. They start a conversation and immerse themselves in role-playing. Theme-related books are placed in the picture book corner of each class and the corner activities are related to the themes as well, such as asking children to find the shapes that they have learnt in the classroom. The settings of interest corners are attractive. Teachers provide guidance and play with children, and review what they have gained together. Teachers may grasp children's discoveries or interesting ideas sprung up during play and guide children to conclude their experiences and construct new knowledge, hence promoting children's mutual learning.

- 2.6 Teachers are kind, amiable and have a good rapport with children. Teachers listen to children patiently and always give compliments to their virtuous behaviour, including encouraging children to admire and care about their peers, to help develop children's positive values. Teachers collaborate well with one another. They are conscientious in teaching and use real objects, pictures, etc., to facilitate teaching. Teachers ask questions wisely to assist children in expressing their views. They provide ample time for children to think and answer the questions while responding to children's views and queries in a timely manner. Teachers have outstanding communication skills that they explain clearly and articulately while being good at acting out stories vividly. Children listen to teachers attentively and are engaged in the extended activities, showing great interest in learning. During music activities, teachers let children understand the lyrics and design movements so as to appreciate songs and perform rhythmic movements along with relevant music. Children love singing and enjoy the pleasure of the activities. With respect to physical activities, teachers organise balance beam walking, crawling, ball shooting and other activities, during which they carefully instruct and correct children's movements to help develop children's gross motor coordination.
- 2.7 Children love going to school. They respond to teachers' questions eagerly and take part in various learning activities enthusiastically. Children are curious and willing to express their thoughts and ideas about their daily experiences. They take the initiative to greet others, treat people with courtesy and like playing and learning with their peers. Children get along well that they help each other to put on and take off their aprons. They have good self-care abilities as they are able to put on and take off their shoes, put back the toys and items used after activities, and grab food with food tongs during snack time. Children also pay attention to personal hygiene and keep the environment clean.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management structure of the school is stable in which the management leads teachers to implement various work collaboratively. The school may follow up on the recommendations of the previous Quality Review to make the most of the child assessment information as a reference for evaluating the effectiveness of the plans.
- 3.2 The school is required to cancel the arrangement of writing Chinese characters along dotted lines for K1 children and remove the rather difficult part of the K3 homework

to meet children's developmental needs. Besides, teachers are advised to guide children to conclude their experiences after play so as to inspire children's learning.