

School No.: 542326

Quality Review Report (Translated Version)

**Hong Kong Taoist Association
Fung Ying Tung Sin Queen's Hill Kindergarten**

**Ground Floor, Wong Ching House, Queen's Hill Estate, North District,
New Territories**

16, 21 & 23 May 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: 16, 21 & 23 May 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 contact with the affiliated kindergartens of the organisation. It promotes mutual exchange of teachers from different schools by conducting professional sharing in regular meetings and holding joint-school training activities. The school moved to the current premises last year and built a new teaching team. The management establishes a clear organisational structure. It forms different functional groups according to the school's needs and allocates duties based on teachers' capabilities and experiences to exploit their full potential. The school stores files properly for teachers' easy reference of the content of various guidelines, helping teachers grasp the work and teaching requirements as soon as possible.
- 1.2 The school recognises the rationale of school self-evaluation (SSE). It evaluates the implementation of development plans through routine teaching reviews, curriculum meetings and so forth. Moreover, it sets development directions and formulates major tasks in alignment with kindergarten education development trends. In this school year, the school regards deepening children's knowledge of Chinese culture through art activities as its major concern. It brings in external support programmes to provide training for "Seed" teachers, enhancing their professional competence in planning and conducting relevant activities by means of collaborative lesson planning, lesson observation and lesson evaluation, which is favourable to achieving the expected results of work.
- 1.3 The school cares about learner diversity. It utilises external resources to identify children's needs and make referrals. Teachers communicate closely with the multi-disciplinary service teams to discuss and set appropriate strategies to support children's learning. Teachers arrange adaptation activities for newly admitted and transferred children, helping them integrate into school life gradually. The school puts much effort into building a partnership with parents. It shares children's situation with parents through channels like face-to-face meetings and phone calls. It also holds talks and workshops to let parents learn ways of relieving stress and

practising positive parenting. Besides, the school has established a parent-teacher association in this school year. The parent committee members actively assist in organising and take part in school activities as well as reflecting parents' views to the school, performing the role as a bridge of communication and strengthening home-school cooperation effectively.

2. Learning and Teaching

- 2.1 The school takes into account children's interests and experiences to select teaching packages. It connects different learning areas with themes to devise a school-based integrated curriculum flexibly. Children's moral development is of great importance to the school. In view of the developmental needs of children, teachers incorporate theme-related picture books into the curriculum. Teachers share stories and carry out extended activities to enable children to learn good virtues such as respecting others, caring for family and protecting the environment, developing positive values and attitudes. However, the school asks K1 children to trace English letters and arranges for children of each grade level to complete listening exercises with content unsuitable for them. Some of the Language and Early Childhood Mathematics homework for K3 children is rather difficult and the amount of copying is also slightly too much. The school must review and remove the inappropriate learning content to meet children's developmental needs at kindergarten stage.
- 2.2 The school has a policy on the assessment of child learning experiences in place. Teachers assess children's learning in various themes continuously in accordance with the explicit criteria. In tandem, teachers record and analyse children's performance during activities as well as their works in observation reports in order to understand children's learning progress. Yet, the school is required to devise concrete assessment items of the summative assessment for each grade level so that the development of children in different age groups can be reflected more effectively. Teachers meet and communicate with parents on a regular basis to keep them informed of their child's growth. Meanwhile, teachers consolidate the child assessment information of each class to serve as a reference for curriculum adaptation.
- 2.3 The management leads teachers of all grade levels to conduct collaborative lesson planning and discuss the learning focuses, set-up of interest corners and visits of the themes while also giving teachers guidance and advice on teaching. Teachers draw

up well-defined teaching objectives and procedures for the learning activities held in the morning. They are recommended to map out clear arrangements for the afternoon session of the whole-day classes so as to facilitate the implementation and evaluation of activities. Teachers have developed a habit of teaching reflection and the management reviews the curriculum with teachers in light of children's performance at the end of a school term. The management may lead the team to examine children's learning difficulties from multiple perspectives, and make relevant suggestions for improvement and follow-up measures to enhance the effectiveness of learning and teaching.

- 2.4 In this school year, the school considers deepening children's knowledge of Chinese culture as its major concern. Teachers introduce traditional Chinese art activities to each theme. For instance, with the theme of environmental protection, teachers let children tie-dye with plant dye. Children make Chinese folk toy like rattle drums under the theme of toys, etc. As observed, children were passionate about art activities. They drew lovely pandas and colourful fish on oil-paper umbrellas, and played with their self-made paper dolls in the shadow play theatre, hence experiencing the beauty of traditional art from creation. Teachers decorate the school environment with children's works, which not only facilitates children's mutual appreciation and learning, but also adds a touch of Chinese culture to the campus. The management may lead the team to systematically consolidate and record effective teaching strategies for accumulating and passing on experiences, thereby extending the implementation of the work plans.
- 2.5 The school utilises the space of the premises to set up constructive, art, play and other interest corners in the common area on campus. It also puts plentiful, manipulative materials for children of all classes to share in the afternoons. Children choose their favourite activities according to their interests. For example, they work together to assemble water pipes into a passageway, and then observe the paths that small balls roll inside the pipes. Children jointly use watercolour to scribble with big paintbrushes, or create imaginative play with eco-friendly materials. These activities are relaxing and joyful, fostering children's imagination, creativity and social development. There are quite a number of interest corners in classrooms. Children mostly play with building blocks and toys with one another, or they complete designated homework, art and craftworks and so forth. Teachers are required to review and improve the design of the interest corners in classrooms, including enhancing the set-up of the exploratory corners by planning activities that

are fun-filled and have exploratory focuses, refining the setting of the reading corners to display books in an orderly manner and providing space for children to read quietly, so as to attract children to enter the corners and develop their interest in active learning. Besides, teachers may strengthen their roles in free choice activities and make timely intervention to further inspire children to think and attempt.

- 2.6 Teachers explain clearly and systematically in thematic activities. They employ pictures, real objects, etc., to help children understand the learning content. Teachers also offer children sufficient practical opportunities, such as inviting them to make demonstrations, answer questions, take part in simple learning tasks and experiments, so that children can construct knowledge through hands-on manipulation. Children are willing to respond to teachers' questions and share their experiences. During physical activities, teachers tie in with the themes to lead children to think of different story scenarios while arranging competitive or circuit games that suit children's physical development. Nevertheless, the waiting time for some of the activities is rather long. Teachers are advised to make good use of the venues to organise various activities to increase children's participation and amount of exercise, with a view to promoting children's physical fitness. Teachers sing and play musical instruments with children in music activities. They may guide children to listen to and feel the rhythm of songs more often, and perform rhythmic movements along the fast and slow tempos as well as the strong and weak beats of music, encouraging children to express their creativity in more diverse ways and fostering their aesthetic development.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established an SSE mechanism. As the teaching team is becoming stable gradually, the management may strengthen teachers' understanding and participation of SSE. It is recommended to set major concerns and work objectives with the team together and build consensus among team members, thus driving the continuous advancement of the school through the cyclical SSE process of planning, implementation and evaluation.
- 3.2 The management is required to perform its professional leadership role by steering the team to review and revise the curriculum, including the homework design and assessment content in order to meet children's abilities and development. Moreover, the management is also advised to plan professional training based on

teachers' needs so as to enhance their skills in teaching and setting up the learning environment, thereby increasing the effectiveness of learning and teaching.