

**School No.: 550892**

# **Quality Review Report (Translated Version)**

**Jing Jing Kindergarten (Shun Lee Branch)**

**Shop 15A, Podium Level 2 of Shun Lee Disciplined Services Quarters,  
32 Lee On Road, Kowloon**

**31 May, 3 & 5 June 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: 31 May, 3 & 5 June 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 leadership team cares for and supports the school. It is briefed on school-related issues by the management during regular meetings, and it advises on the development direction of the school. The school maintains close contact with the affiliated kindergartens of the organisation. For example, they jointly plan a curriculum and organise joint-school teacher development days, which is beneficial for resource sharing. In the last school year, the management began improving the document filing system, the design of teaching plan and so forth to refine the administrative work and curriculum in a step-by-step manner. Members of the teaching team are with different experience. The school launches team building activities to strengthen rapport between teachers. Experienced teachers are assigned to guide new teachers by the management to help the new recruits adapt to their work as soon as possible. Team members get along well with one another, promoting the advancement of the school with concerted efforts.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to revise the arrangement of daily schedule, with the aim of providing children with sufficient opportunities to engage in music, physical and free choice activities, thus facilitating their balanced development. The school has established a school self-evaluation (SSE) mechanism. It applies the cyclical SSE process, viz. planning, implementation and evaluation in daily operation. Combining the views of different stakeholders with the results of the school-based questionnaires, the school reviews the overall effectiveness of its work. In tandem, all teachers discuss the development direction of the school. In this school year, the school regards cultivating children's exploratory spirit and problem-solving skills as its major concerns. The school makes the proper deployment in aspects like teacher training, activity and environment setup as well as parent education, and then leads the team to make timely review and strategy adjustment, so as to achieve the expected goals of the work plans.

1.3 The school caters for and accepts learner diversity. An explicit identification and referral mechanism has been established for children with special needs to receive professional support the soonest. For newly admitted children, the school arranges school hours in a flexibly way at the beginning of the school term and records children's adaptation. The school also holds parents' day to keep parents informed of the performance of their child so that they can understand the mission and development direction of the school. These measures are favourable to children's smooth transition into a new learning stage. The school regards parents as partners and liaises closely with them by developing diversified communication channels. The school organises a variety of parent-child activities and parenting seminars, helping parents enhance their relationships with their child and sharpen their skills in parenting. Parents are willing to be volunteers to assist in leading visits, serve as parent storytellers, etc., thus joining hands with the school to foster children's healthy and happy growth.

## **2. Learning and Teaching**

2.1 The school integrates content of all learning areas using themes that revolve around children's life experiences and designs a school-based curriculum with its self-developed teaching materials and selected picture books. The curriculum covers the cultivation of values and attitudes as well as the acquisition of skills and knowledge. The school puts emphasis on nurturing children's exploratory spirit and problem-solving skills. It designs an array of interesting exploratory activities for each grade level based on the content of the learning themes, allowing children to manipulate and observe the results of the simple learning experiments. The school encourages children to have relevant extended activities at home for consolidating their acquired knowledge. Furthermore, the school arranges project learning, Chinese culture week and traditional festive celebrations for children to deepen their understanding of Chinese culture and increase their sense of belonging to the country by pursuing knowledge and participating in various traditional cultural activities such as enjoying shadow play and face-changing performance. However, the school is recommended to plan the curriculum outline for K3 art activities before the commencement of a school term, and draw up appropriate levels of learning in terms of the project learning and Chinese culture week activities for children of all grade levels in order to gradually enrich their learning experiences. Besides, some

homework for K3 are rather difficult, the school must remove them so as to meet children's developmental needs.

- 2.2 The school has established a mechanism for the assessment of child learning experiences. Teachers adopt continuous observation to evaluate children's performance in each learning area, and then conclude children's development at different stages at the end of a year. The school devises specific criteria for thematic assessments to assist teachers in making objective judgement. Assessment reports, activity photos, children's artworks, etc., are systematically kept in the learning portfolios as evidence of children's growth. The school regularly distributes relevant information for parents to know about the learning progress of children at opportune times, thereby taking follow-up actions.
- 2.3 The school stipulates a curriculum management mechanism and collaborates with the affiliated schools of the organisation to develop the curriculum. Teachers compile teaching plans in light of the division of labour of each school. They carry out joint-school lesson planning and school-based adaptation when necessary. The management understands and monitors the curriculum implementation through classroom walkthroughs, meetings and document scrutiny. It offers suggestions for improvement as well. Different levels of evaluations are available in the school including reviews on joint-school thematic activities, examination of school-based teaching materials and environment setup of classrooms of the same grade level and individual teaching reflection. The school guides the team to review from multiple perspectives such as activity design, learning materials and teaching skills for adjustment and improvement. Teachers reflect on teaching every week based on the chosen activities. They are able to describe children's performance and propose suggestions for activity refinement. The team makes reference to the review findings to inform curriculum. The management may focus on teachers' individual needs to arrange more diverse professional training and support in a bid to enhance teachers' teaching skills.
- 2.4 The school takes nurturing children's exploratory spirit and problem-solving skills as its major concerns of this school year. It sets up environment and designs activities to encourage children to explore things around them. The school makes good use of the space in front of the reception to place animals, plants and an easel for big paint brush drawing while providing plastic bottle cap construction walls along the corridors for children to engage in activities during free choice sessions. As observed, the abovementioned exploratory zone was popular with children.

They carefully observed the characteristics of natural things when looking after animals and plants of the school. Children had the readiness to try various methods of ice cube painting, and then compared the results, giving full play to their problem-solving skills. In view of the fact that both the drawing paper and the tip of the ice cubes were white, children were able to think of alternative solutions, such as replacing the drawing paper with dark coloured ones to make the patterns stand out. Teachers design the exploratory corners in classrooms in alignment with the themes. Children build a boat using play dough. They test where to put the play dough on the boat many times to discover the phenomena of floating and sinking earnestly. Overall speaking, the effectiveness of the work plan has been observed.

- 2.5 The school premises are tidy and bright. Three-dimensional and two-dimensional works created by children are displayed around the school, filling the campus with childlike fun. Teachers design various interest corners in classrooms and teaching aids meticulously. For instance, they make a simulated Octopus reader to let children experience the payment process. Teachers also create rice dumpling models for the physical game. In addition to the reading zone in the lobby, there are reading corners in the classrooms where Chinese and English books are placed by themes. Children are able to read amid a cosy environment. The school puts play equipment and musical instruments in the lobby. It also optimises the venue to arrange music or physical activities for children in a more spacious area. However, the school may adjust the display of some of the furniture to enhance the learning and teaching effectiveness.
- 2.6 Teachers are amiable and friendly. They build a good relationship with children. Teachers utilise real objects to facilitate teaching for children to grasp the features of items through their senses and successfully predict the experiment results. Teachers observe children's performance during play in the course of free choice activities and then further raise questions or give guidance. In review sessions, teachers invite children to talk about the play activity participated. Teachers are recommended to keep pace with the major concerns, namely enhancing children's exploratory and problem-solving skills, to guide children to share what they have found in the activities, enriching the review content. Teachers design music and physical activities in accordance with the themes. However, they could sharpen their skills in conducting relevant activities to a further extent. Some teachers are advised to take note of their voice volume and tone in order to strengthen the efficacy in teaching. Children are passionate about art creation. They put much effort into drawing

patterns and beautifying their artworks with stickers. Children are quite expressive and active to respond to questions. Teachers may encourage children to follow the routines and express their ideas in an orderly manner. Meanwhile, teachers may guide children to collaborate with others more often in light of the personality of some children with a view to fostering children's mutual learning and exchange.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school recognises the SSE rationale and develops a mechanism for reviewing the school situation. It may utilise the child assessment information to analyse the effectiveness of the major concern to facilitate summarising the progress of the priority task, thus informing planning.
- 3.2 The school is required to map out a curriculum outline for K3's art activities and remove the rather difficult K3 homework so as to cater for the developmental needs of children. The school could arrange focused training and support based on the individual needs of teachers, thereby boosting their professional capacity.