

School No.: 524360

Quality Review Report (Translated Version)

Jade Kindergarten

**G/F, 153 Shung Ching San Tsuen, Tai Tong Road, Yuen Long,
New Territories**

22, 23 & 29 November 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 & 29 November 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 always provides guidance and supervision on campus to support the school's administrative and financial affairs. The management has served the school for years. It keeps track of teachers' performance through lesson observation and employs a staff appraisal system to render teaching suggestions through face-to-face meetings. To enhance the team's professional knowledge, the school arranges training and school visits for teachers. The teaching team is becoming stable and its members get along well with one another to handle school duties with concerted efforts.
- 1.2 Regarding school self-evaluation (SSE), the management considers the views of different stakeholders and maps out the annual development direction based on the school's context and children's needs. In recent years, the management has planned to strengthen teachers' understanding of the Hong Kong National Security, and thus regarded it as the major concern of which teacher training is adopted as the major strategy. Teachers take cultivation of children's understanding of Chinese culture as the major concern of this school year and let children gain exposure to traditional Chinese art through various activities.
- 1.3 The school has followed up on the recommendations of the previous Quality Review to develop an identification and referral mechanism for children with special needs and offer support with the use of community resources. The school maintains close contact with parents through different channels to keep them informed of their child's situation at school while gathering and following up on parents' views. Meanwhile, the school invites parents to volunteer for organising festivities and visits. Parents are encouraged to participate in school activities for fostering home-school cooperation. In this school year, the school puts emphasis on increasing collaboration with the parent-teacher association in accordance with the major concerns. It enhances parents' child-rearing skills and fosters parent-child relationship by launching more parent seminars and parent-child activities. The

plan is being implemented in a step-by-step manner.

2. Learning and Teaching

- 2.1 The school selects teaching plans from the teaching packages and links up various learning areas using themes. The daily schedule is properly arranged that children are given sufficient time to carry out music, physical, art and free choice activities every day. The school pays attention to children's moral development. It devises moral themes to help children gain knowledge of virtues by telling stories, singing nursery rhymes and sharing life experiences during morning assemblies. In tandem, the school introduces activities such as good conduct award schemes and taking care of the garden for children to practise good behaviour in daily life and develop good living habits and moral character. Children enrich their learning experiences and nurture interest and understanding of Chinese culture by visiting museums, enjoying drama performances, etc. However, the school's teaching schedule is incomplete and lacks learning objectives in the aspects of Nature and Living, Self and Society as well as fine motor development. The management must strengthen the curriculum planning and consolidate the teaching plans so as to formulate respective learning objectives for all learning areas. Besides, the Early Childhood Mathematics homework for K3 is mainly numbers copying and is slightly in excess of the amount. The school must revise the homework design for children to learn amid a real-life and meaningful context.
- 2.2 The school establishes a child assessment mechanism, yet it lacks explicit guidelines and criteria such that the accuracy of the assessments is affected. Teachers create learning portfolios containing school term assessment forms, observation records, children's works and so forth for children and distribute the portfolios to parents on a regular basis. However, the assessment content of each grade level is similar without well-defined levels and thus the progress of children's development could not be clearly reflected. Besides, the observation records, which are distributed every school term, put much weight on describing children's performance in physical activities. Such content is not comprehensive enough and is duplicated with the school term assessment items. Hence, the assessments could not fully serve their purposes. The school must examine the assessment mechanism with an aim to use the assessments to reflect children's development and learning performance holistically and accurately while informing teaching and facilitating children's

learning.

- 2.3 With respect to the curriculum coordination, teachers organise thematic activities using the teaching plans from the teaching packages, which are then reviewed by the leadership team. The management relies on the leadership team in aspects of curriculum coordination and monitoring. Its understanding of curriculum implementation is solely derived from attending meetings and collaborative teaching sessions. Teachers reflect on the effectiveness of teaching every day according to children's learning performance and then propose suggestions for improvement. However, these suggestions have not yet been implemented. Teachers still only follow the teaching plans from the teaching packages for their teaching, which is unfavourable for the school-based curriculum development. The management must exploit its role in curriculum coordination including curriculum planning, implementation and review, and lead the team to conduct reflection on different aspects such as objective setting, learning and teaching strategies as well as learning effectiveness, and make use of the review findings to refine the curriculum in an ongoing manner.
- 2.4 The school utilises the outdoor playground to offer children ample play space for free choice activities. Teachers set a theme of play for outdoor free choice activities and timely provide additional materials in light of children's performance to extend their interest in designing games. As observed, children selected materials according to their preferences and designed a variety of games. Some children played the roles of different family members and assembled carton boxes to make a simulated sofa and electric appliances, while others designed obstacle course racing with toy cars. When a toy car could not pass through the course, children adjusted the materials with peers, solving problems together. In connection with the major concerns, teachers carry out artwork activities such as paper cutting, opera mask painting and blue and white porcelain designing to arouse children's interest in Chinese culture. Children are attentive and engaged in the activities, developing creativity, problem-solving and social skills through play. For the learning corner on the walls of classrooms, there are mainly picture cards and information related to the learning themes. It is designed in a rather unilateral way, causing difficulty in stimulating children's interest. Teachers are required to increase the play and interactive elements of the interest corners on the walls for children to construct knowledge through manipulation.
- 2.5 Teachers are amiable and friendly. They care for children and build a good teacher-

child relationship. Teachers mostly talk to non-Chinese speaking children in Cantonese in order to increase their exposure to Chinese while demonstrating the use of language and encouraging children to repeat the simple sentences. Physical games are designed to tie in with the developmental needs of children for helping children stretch and fostering their body coordination. During music activities, children, led by teachers, are devoted to singing, performing rhythmic movements and playing musical instruments along with the songs. Teachers use pictures, teaching aids and so forth to facilitate teaching while inviting children to answer questions in a bid to arouse their learning interest. However, teachers just repeat the questions when children could not grasp the learning content, and they seldom adjust the strategies and pace of teaching. Teachers are advised to observe children's learning needs and arrange review sessions after play, helping children consolidate and extend what they have gained to enhance the effectiveness of play.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school takes a positive attitude towards SSE. Yet, it is necessary for the school to establish an effective SSE mechanism, which should include enhancing the team's understanding of the SSE work, adopting a whole-school approach in planning and evaluating the work plans, and devising clear major concerns. The management must develop different channels for communication so that members of the team can have a consistent and accurate understanding of the major concerns to jointly formulate corresponding work strategies and concrete success criteria. The management must also conduct reviews based on children's learning effectiveness and practise the cyclical SSE process, viz. planning, implementation and evaluation to promote the continuous development of the school.
- 3.2 The school is still required to follow up on the recommendations of the previous Quality Review to strengthen the leadership of the management, for example, by stipulating explicit working guidelines for teachers and orderly arranging daily tasks to assist teachers in keeping pace of work in various areas. In tandem, the management may make prudent use of appraisal, lesson observation and other means to learn about and analyse teachers' needs while planning focused teacher training to enhance teachers' teaching skills. For instance, the management could strengthen teachers' observation and flexibility in teaching to enable teachers to adjust and employ different strategies to facilitate children's learning based on their

performance.

- 3.3 The management must play a more significant role in curriculum coordination and leadership to steer the teaching team to collaboratively plan and refine the curriculum, including charting learning goals for all learning areas, utilising review information to inform curriculum design and implementation as well as revising the homework design of Early Childhood Mathematics for K3 to refrain from conducting copying tasks frequently.
- 3.4 The school is required to review and revise the existing assessment mechanism. It must discuss the assessment content with teachers concretely and revise the assessment design in order to reflect children's learning performance in a comprehensive manner and keep parents well-informed of their child's development. The management is also advised to guide the teaching team to analyse the developmental needs of children through assessment results and employ effective strategies to cater for children's diversity.