

School No.: 157503

Quality Review Report (Translated Version)

Melody Anglo-Chinese Kindergarten

**Shop 180, G/F., Melody Garden, 2 Wu Chui Road, Tuen Mun,
New Territories**

17, 18 & 20 April 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: 17, 18 & 20 April 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 receives resources from the organisation to support its work in the aspects of administration, curriculum and child care. It also shares and exchanges ideas with the affiliated kindergartens frequently, which is conducive to the school's administrative operations and the continuous curriculum development. The management supports teachers to pursue their studies. It encourages teachers to practise what they have learnt and also share with fellow colleagues what they have gained from training with a view to enhancing the professional competence of the team. The school arranges experienced teachers to assist their newly recruited counterparts in getting familiar with the environment and grasping the job requirements. The management has been serving the school for years and is well-acquainted with the school operations. It assigns teachers to different functional groups according to their abilities and experiences so that they can discharge their duties and unleash their potential, hence promoting the continuous advancement of the school with concerted efforts.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The management leads teachers to review and makes reference to information like stakeholder surveys and child assessments, and then analyse the effectiveness of different school work in order to set forth the development direction and the major concerns for the new school year. In these two years, the major concerns of the school have been deepening children's understanding of Chinese culture and building their sense of national identity as well as nurturing children's exploratory spirit and care for nature. The strategies of the first year were incorporating elements of the traditional Chinese festivals and making use of community environment in the curriculum design, and encouraging children to participate in relevant learning activities. Drawing on the experiences of implementing the plans last year, the school continues to develop its work in this school year. The plans are carried out steadily.

1.3 A clear identification and referral mechanism is in place for children with special needs to receive appropriate professional support at the soonest. Teachers discuss with professionals children's situation regularly and maintain close communication with parents to help them support their children's growth. The school caters for the newly admitted children meticulously. It holds parent-child activities and meetings of parents of the newcomers. In tandem, it adjusts the adaptation period based on children's needs to enable children to adapt to the school life smoothly. Moreover, teachers distribute children's observation records to parents of the newcomers such that the parents understand how their children are adapting to the new environment and getting along with peers. The school has followed up on the recommendation of the previous Quality Review earnestly to plan the parent's volunteer work and invite parents to share at school, capitalising on parents' expertise. The school utilises various channels to communicate with parents. It keeps parents informed of the school development and their children's learning through parent-teacher association, lesson observation activities, parent meetings and school magazines. Parents trust and support the school. Home and school work hand in hand to nurture children's healthy growth.

2. Learning and Teaching

2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and the teaching package to formulate its curriculum, with themes integrating various learning areas. The curriculum content takes into account the cultivation of attitudes and the acquisition of knowledge and skills in children. To enrich children's learning experiences, the school has utilised community environment and facilities for years to arrange outdoor activities for children, such as observing plant growth in a nearby garden and going to the beach to collect seawater, to cultivate children's positive values of respecting and caring for nature. The school gives children adequate opportunities to participate in music, physical, art and free choice activities every day, therefore the daily schedule is balanced. However, some of the learning contents and homework of Early Childhood Mathematics of K3 and the primary one adaptation activities in the second school term are rather difficult. The school is advised to review and revise the relevant content to meet children's developmental needs at kindergarten stage.

2.2 The school has a policy on the assessment of child learning experiences. Through

continuous observation, teachers employ thematic assessments and observation records to evaluate children's learning in various areas. The assessment content corresponds with the learning objectives, facilitating teachers to review the teaching effectiveness against children's performance. At the end of school terms, teachers assess children's overall performance according to the developmental objectives. They report to parents their children's development and render specific and appropriate suggestions in light of the developmental needs of individual children on parent's days. Before the start of each school year, class teachers read through children's assessment information of the previous school year for follow-ups. The management leads the teaching team to analyse and make use of the child assessment information to adjust the curriculum.

- 2.3 The school has established a mechanism of curriculum coordination, monitoring and review. Teachers conduct collaborative lesson planning, discuss the activity design and share their teaching experiences. The management keeps track of the curriculum implementation through scrutinising documents and observing lessons. It also jointly reviews the curriculum with teachers on a regular basis and makes suggestions for curriculum improvement to teachers. Teacher's reflections are mostly descriptions of the teaching process and children's performance. Some teachers review the teaching effectiveness in accordance with children's performance and make suggestions for teaching improvement. The management may further enhance the reflection skill of the teaching team by steering them to analyse children's learning performance, examine the activity effectiveness in relation to the learning objectives and make specific suggestions for improvement. In addition, the management is also advised to tie in with the school development directions and teachers' needs to set foci of professional exchanges, for instance sharing the skills in designing exploratory activities and the experiences of guiding children to learn about Chinese culture, to facilitate teachers to communicate in a more focused manner, thus enhancing the effectiveness of learning and teaching.
- 2.4 The school has regarded nurturing children's exploratory spirit and care for nature as its major concern in these two years. Teachers are keen to enhance the curriculum design in this school year. They put a great effort into arranging interesting activities with exploratory elements for children of each grade level that dovetail with the thematic content so as to increase children's opportunities for sensory exploration. As observed, teachers aligned with the theme of light and shadow of K2 and led children to play shadow stepping game, guiding children to observe how

shadows changed with body movements. Teachers set up exploratory corners of each class meticulously. They also designed diversified teaching aids to arouse children's curiosity effectively. K2 children took the initiative to make sand drawings on a light box with twigs and shells, exploring the texture and characteristics of sand. Under the theme of planting, teachers let K3 children observe the growing of onions in soil and in water to understand the seed germination process and the conditions of plant growth. Teachers guided children to observe and compare the appearances and characteristics of different plant seeds through gathering seeds with children together and designing matching games. Teachers encourage parents to create musical instruments with children by using natural materials. Beach clean-up activity is also held so that home and school can jointly nurture children's environmental protection concept of treasuring resources. On the whole, the work plan has delivered results.

2.5 Another major concern of the school in this school year is to deepen children's understanding of Chinese culture and cultivate their sense of national identity. Traditional Chinese art, food culture and games are set as themes and a series of experiential activities are arranged to increase children's interest in traditional culture. Teachers first lead children to appreciate ink wash paintings, then try to draw pandas and chrysanthemums by ink wash. Children also create on paper fans, and their creations are rich in traditional Chinese characteristics. In alignment with the traditional festivals, the school carries out snack making and tasting. Children wrap rice dumplings and prepare glutinous rice balls, during which they learn about the festive foods. Teachers and children make kites and play shuttlecock kicking such that children experience the fun of Chinese folk games. The school holds the national flag raising ceremony on National Day and Hong Kong Special Administrative Region Establishment Day for children to know about the national flag and the regional flag, thus building a sense of national identity among children. Children learn Chinese culture and traditional custom through a wide range of activities. The plan has accomplished the expected achievements.

2.6 Teachers decorate the campus thoughtfully. Children's artworks are seen everywhere in the lobby and classrooms to facilitate children's mutual appreciation. Teachers design theme-related interest corners and place sufficient teaching aids and toys for children to choose and play in the corners. Books related to the themes are displayed orderly on the bookshelves of the reading corners. There are also child-made thematic data booklets and books to attract children to read actively. Various

types of craft materials and tools are placed in the art and craft corners for children to use freely during creation. Teachers lead children to sing and perform rhythmic movements. Children thoroughly enjoy themselves as they skilfully tap the musical instruments that are made of twigs, stones, boxes, etc. to the beat. Teachers exploit the public spaces nearby to let children carry out physical games. The activity design is able to foster children's body coordination and physical development.

- 2.7 Teachers are conscientious in preparing teaching activities. They use real objects, photos, online resources and other teaching materials to facilitate children's understanding of the learning content. Teachers have a harmonious relationship with children. They take the lead in listening to children's needs and give children responses and support while frequently joining in children's play to role-play and design the playing methods of games together, thereby guiding children to learn through imitation and observation. Children are engaged in their school life. They like to learn and play with peers. Children have good language expression as they are willing to share their life experiences with teachers and peers, respond to teachers' questions with confidence and actively ask teachers for help when encountering difficulties. Classroom routines have already been established as children tidy up the places after activities, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established a SSE mechanism. According to the results of self-evaluation, it formulates major concerns that are in line with the school context. The management is required to lead the team to jointly conceive and deploy work strategies that correspond to various work objectives. They must also draw up appropriate and specific success criteria to evaluate the effectiveness of the plans in a focused manner, which serves as a reference for planning the follow-up actions and considering the school's development directions of the next stage, hence driving the school's continuous improvement.
- 3.2 The management monitors the curriculum implementation by different means and steers the team to utilise child assessment information to inform learning and teaching. It is necessary for the management to guide teachers to review the learning content and homework design of K3 and remove the inappropriate parts so as to meet children's developmental and learning needs. Besides, the management may further enhance the reflection skill of the teaching team and lead teachers to

analyse the effectiveness of the activities against the learning objectives as well as making concrete suggestions for improvement in order to enhance the effectiveness of the learning activities in an ongoing manner.