

School No.: 159239

Quality Review Report (Translated Version)

The Salvation Army Hing Yan Kindergarten

**Unit KG01, G/F, West Wing, TKO GATEWAY, Hau Tak Estate,
2 Sheung Ning Road, Tseung Kwan O, New Territories**

27, 28 & 30 March 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: 27, 28 & 30 March 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 With the support of the organisation, the school provides training to its staff regularly to enhance their professional competence. The management leads the team to review the development needs of the school collaboratively and monitors the implementation of various tasks to give advice and support aptly. In light of teachers' experience, strengths and preferences, the school assigns teaching work and duties of function groups so that teachers can give full play to their strengths and discharge their duties properly. The management attaches importance to the professional development of teachers by arranging suitable seminars and workshops on learning and teaching. Peer lesson observations are also organised to facilitate teachers to exchange and share their teaching experience with each other, which is conducive to the continuous enhancement of the teaching effectiveness of the team. The school has established a clear appraisal mechanism comprising teachers' self-evaluation and the management's evaluation, helping teachers understand their strengths, areas for improvement, as well as teaching performance. Teachers set personal goals of a school year. At the end of the school year, teachers and the management review whether the goals have been achieved and make follow-up suggestions, with an aim to increase teachers' professional competence.

1.2 The school has developed a self-evaluation mechanism. The management examines the progress of different tasks in the school's development plans with teachers through meetings while assessing the work effectiveness with reference to children's performance and stakeholders' views. The management also devises development plans in consideration of the development needs of the school and children. This school year, the school regards increasing the opportunities for children to express themselves as its major concern. It enhances teachers' skills in designing language activities through meetings and training, and also holds workshops to equip parents with parent-child reading skills. Such strategies align with the goal of the plan. Strengthening teachers' capacity in conducting music

activities is another major concern of the school. In order to deepen teachers' knowledge in designing music activities and facilitation skills, the school arranges relevant training for them and encourage them to apply what they have learnt in lessons. The appropriate strategies deployed are conducive to a smooth implementation of the plan.

- 1.3 The school embraces children's diversity. A clear identification and referral mechanism is in place so that children in need could receive appropriate care the soonest. Teachers provide support to non-Chinese speaking children regarding Chinese learning and assist them in grasping the content of the thematic learning, thus increasing their interest and ability to learn. Appropriate arrangements are also made for newly admitted children that parents could accompany their children to school to reduce children's sense of insecurity brought by an unfamiliar environment. Teachers pay attention to the adaptation of individual children and discuss with parents ways to support children, with a view to helping children adapt to school life as quickly as possible. The school prepares kindergarten-primary transition activities for K3 children to let them know about the learning mode of primary school and the change in daily schedule, assisting children in getting prepared psychologically for promoting to primary school. The school emphasises home-school communication and maintains close liaison with parents through different channels. Parents are informed of the school's development foci through parents' days and school notices. Parents and the school work together to take forward the development plan. The school organises seminars by taking into account parents' needs to improve their competence in parenting. The school also recruits parents as volunteers to assist in implementing its learning activities. The school had built a partnership with parents. It collaborates with parents to nurture children's healthy growth with concerted effort.

2. Learning and Teaching

- 2.1 Making reference to the interest and life experiences of children, the school formulates an integrated curriculum that meets children's developmental needs using a variety of themes, supplemented by suitable picture book stories. The curriculum with real-life learning content covers all learning areas. The school puts much effort into children's moral development. Through school activities and parent-child learning tasks, the school develops children's positive values and attitudes like

courage, respect and appreciation. To keep pace with the trends of the kindergarten education curriculum development, the school incorporates learning elements of Chinese culture into learning themes, helping children gain an understanding of the custom of traditional Chinese festivals and develop a sense of national identity. The school sets Chinese culture as the scope of project learning of all grade levels. Children can choose any traditional Chinese food culture and folk arts to explore according to their interests. Children are given adequate opportunities to take part in music, physical, art and free choice activities every day, resulting in a balanced daily schedule. Teachers arrange varied learning modes, including whole-class and group, to accommodate children's different learning needs. However, K1 children are asked to write along dotted lines and some of the learning content of K3 is too difficult as well. The school must review and remove such content in order to cater for children's abilities and developmental needs.

- 2.2 The school assesses children's learning experiences through continuous observation. It develops learning portfolios to keep children's assessment reports, observation records and their works, serving as evidence of children's growth. The school devises the content of the learning experience assessment in a way that ties in with the curriculum objectives and children's development. The management discusses with teachers the assessment criteria to ensure the consistency in assessing children's performance. Teachers keep parents informed of children's learning and development in the school through the photos taken during children's daily learning activities, supplemented with specific descriptions and comments. However, children's performance at the end of the school term is derived from the average scores of thematic assessment, which cannot accurately reflect children's development at different stages. The school is required to review and revise the practice of child assessment.
- 2.3 The school has established a mechanism of curriculum coordination, monitoring and review. The management leads teachers to discuss the learning progress of all grade levels through meetings, and then set forth learning objectives and content. The management also oversees and grasps the implementation of the curriculum through scrutinising lesson plans and conducting lesson observation, making suggestions for improvement. Teachers review children's learning performance in a bid to reflect on the effectiveness of the activities. They are also able to propose concrete suggestions for improvement. At the end of a school term, the management guides teachers to collate and analyse the recommendations on teaching, which is conducive

to informing curriculum planning.

- 2.4 This school year, the school regards increasing the opportunities for children to express themselves as its major concern. Teachers encourage children to express themselves more often in the course of activities. Children perform role-play or share their life experience during lessons. In the activity review sessions, children are invited to summarise activities they have joined and share their feelings. Teachers provide various opportunities for children to express their opinions and feelings. The effectiveness of the plan has been preliminarily seen. Strengthening teachers' skills in conducting music activities is another major concern of the school. Teachers try to apply what they have learnt from training in lessons. More music elements are added in the activities so that children can sing along with the music and perform rhythmic movements. In tandem, teachers encourage children to tap the beat by patting their bodies or musical instruments. Children are willing to follow teachers' instructions and enjoy the fun of music activities. The management may continue to steer teachers to employ their acquired knowledge to design more interesting and diversified music activities.
- 2.5 The school environment is spacious, bright and clean. The school makes good use of the lobby to set up a reading zone and a constructive zone. The reading zone is furnished with a wide range of books. Teachers read picture books with children together and children listen attentively. The constructive zone is equipped with diversified materials where children can use large soft building blocks, paper bricks and small bricks to build what is in their mind, unleashing their creativity. Teachers post children's activity photos in the classrooms, supplemented with brief descriptions of the activity or children's conversation, for them to observe, learn and revisit. The setting of the classrooms are in line with the learning themes. The design of the role-play corner varies, such as a Chinese restaurant, a noodle shop and a shadow play theatre. The set-up of scenes are thoughtful with abundant materials for children to engage in role-playing. Teachers also let children be exposed to Chinese culture through corner activities such as making noodles and brewing tea. Children feel the traditional Chinese lifestyle and culture through first-hand experience. Teaching aids with different levels of complexity in manipulation are placed properly in the corners. Children are familiar with the activity rules. They plan and select games on their own preference.
- 2.6 Teachers are conscientious in teaching while being friendly and caring for children. Teachers utilise real objects, pictures to aid their teaching and motivate children to

explore things around them and natural phenomena through observation and manipulation, thereby arousing children's learning interest. In general, teachers are competent in prompting appropriate questions to guide children's thinking and expressing their views. Positive feedback is also given to children frequently to help develop their self-confidence. Teachers instruct clearly and articulately. The classroom order is good and the flow of activities is smooth. Teachers lead children to summarise their learning experiences after activities, which is conducive to consolidating and extending children's learning.

2.7 Children treat people politely. They follow teachers' instructions and switch between activities in an orderly manner. Children love to go to school and are full of curiosity to take part in learning activities actively. They take off and put on their jackets and shoes, as well as putting personal belongings by themselves, showing good self-care abilities. As observed, children got along with one another and were pleased to share toys with peers, or complete activities under mutual cooperation. They also invited peers to play and read together, demonstrating good affective and social development.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The major concerns devised by the school can cater for children's developmental needs. The school maps out the development plan for a period of over a year. The management is recommended to keep guiding the teaching team to timely review the effectiveness of the plan and then set the goals and strategies for the next school year based on review results in order to achieve the expected outcomes.
- 3.2 The school develops the school-based curriculum in an ongoing manner and collates recommendations from teaching reflections to inform curriculum planning. The management should guide teachers to review and revise the way for processing children's summative assessment, and remove the inappropriate homework of K1 and K3 in order to cater for the ability and developmental needs of children.