

School No.: 157090

Quality Review Report (Translated Version)

**Shun Tak Fraternal Association Tuen Mun
Leung Lee Sau Yu Kindergarten**

G/F, Ting Hong House, On Ting Estate, Tuen Mun, New Territories

9, 10, 11 & 15 April 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: 9, 10, 11 & 15 April 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 receives support in terms of administration and resources from the organisation to put forward its work in various aspects. The leadership team visits the school to communicate with the school staff on a regular basis in order to keep track of the school operation and needs of teachers. The school team is stable and the teaching staff have generally served the school for years to develop a good rapport at work. The school has followed up on the recommendations of the previous Quality Review to create additional middle management positions. Senior teachers have a clear delineation of authority and responsibility that they assist in planning and implementing different school tasks respectively while changing their responsible projects regularly so that they can better grasp the school operation in each domain. All these are conducive to promoting school development. Focusing on teachers' professional growth, the school organises school-based training related to major concerns and lets teachers participate in joint-school exchange activities for sharpening teachers' teaching skills.
- 1.2 The school has a well-established school self-evaluation (SSE) mechanism and is active to put the SSE mechanism into practice in its daily work. The management leads teachers to refer to information such as reviews, results of stakeholders' surveys, children's assessments and so forth, and to jointly discuss and examine the interim effectiveness of the development plans. The management and teachers also summarise their experience at the end of a year for deliberating the direction of improvement for the following year. Upon the development foundation over the past two years, the school continues to regard promoting Chinese culture as its major concern and deploy diversified strategies in this school year. These include forming task groups, arranging training for teachers and organising parent-child activities. The work plans are effectively implemented with significant results.
- 1.3 The school caters for learner diversity and has a clear mechanism to identify and provide referral service to children with special needs the soonest. The school

makes good use of external support services and enables teachers to discuss classroom strategies and adapt teaching content with professionals through meetings, supporting children's individual needs. The school puts emphasis on communication with parents and considers parents as key partners. It recruits parent volunteers when needed to assist in holding different school activities, which is conducive to increasing parents' sense of belonging to the school. The school carries out parent-child activities that are in line with the major concerns for parents to understand the development foci of the school and get to know their children's school life in a timely manner. Meanwhile, in view of parents' needs, the school organises appropriate parent education activities so as to strengthen their competence in parenting. The parent-teacher association of the school has been established for years, that not only does it provide assistance in large-scale events, but also gathers parents' views for the school periodically with a view to supporting the school to enhance cohesion of home-school cooperation, thus jointly facilitating children's healthy growth.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and teaching packages, the school devises an integrated curriculum using themes of children's interests of which the curriculum content is comprehensive and balanced to encompass children's development of ethics, intellect, physique, social skills and aesthetics while endeavouring to nurture their values as well as fostering their acquisition of skills and knowledge. The school emphasises the cultivation of good moral character in children. It selects themes such as expressing gratitude, treasuring what we have and showing respect to design teaching activities while inviting parents to observe and record children's related performance. Hence, parents and school facilitate children's development of positive values with concerted efforts. The school encourages parents to adopt positive parenting and write words of appreciation to children. Children are assigned to be politeness ambassadors to greet their peers proactively at the school entrance before class, or serve as group leaders to take care of their younger schoolmates, developing children's sense of responsibility. The school schedules music, physical, art and free choice activities every day for children to foster their all-round development.
- 2.2 The school has formulated an explicit policy on the assessment of child learning

experiences. Teachers observe children's performance continuously and also invite parents to keep brief records of children's self-care habits, attitudes, etc., at home for understanding children's development from different perspectives. Teachers inform parents of the learning of children regularly so that parents and the school follow up on children's developmental needs collaboratively. The management is required to guide the teaching team to map out assessment criteria together so that teachers can undertake assessments in an objective manner, collate and analyse assessment information, thereby informing curriculum.

- 2.3 The management devises a curriculum outline and has collaborative lesson planning with teachers of each grade level to discuss teaching content, setup of interest corners, design of teaching aids and so forth. Teachers prepare lesson plans, which are then scrutinised by the management. The management keeps track of curriculum implementation by carrying out classroom walkthroughs, lesson observations, etc. Teachers of all grade levels hold thematic review meetings on a regular basis and conduct reflections according to children's performance. Some of the teachers are able to propose specific suggestions for improvement to enhance the learning and teaching effectiveness. The school must strengthen the interface between curricula of each grade level, review and remove the learning content and homework that are too difficult for K3, as well as cancelling the arrangement of asking K1 children to write along dotted lines in a bid to meet children's abilities.
- 2.4 In recent years, the school has strived to promote Chinese culture and regarded this as the major concern. The school designs plentiful activities to assist children in learning ways of celebrating various Chinese festivals, including going to Lunar New Year Fair, joining Lantern Carnival and making rice dumplings. In tandem, children are arranged to have paper cutting, learn Chinese Kung Fu and play Cuju to experience the traditional Chinese art and sports. Moreover, teachers organise outdoor visits and guide children to appreciate the distinctive Chinese architecture in order to enhance children's interest in learning about the traditional culture. The school forms a child flag-guard team who conducts the national flag raising ceremony on important days and every week. Children therefore can know about the national flag and national anthem, and cultivate a sense of national identity from an early age. As observed, children were able to stand solemnly facing the national flag and sing the national anthem loudly in the ceremony to show their respect to the country. The school adds national security exhibition boards along the corridors and holds parent-child activities to give impetus to parents' and their children's

understanding of the development of the motherland. Upon the existing foundation, the school may take into account the themes and children's needs to incorporate learning elements of Chinese culture into the school-based curriculum systematically for increasing the continuity of the activities.

- 2.5 The school has a clean and tidy environment with a variety of children's artworks exhibited on campus. Children always stop in their tracks to appreciate the artworks and learn from one another. Teachers put much effort into setting up the role-play corners to decorate a simulated field, clinic, pet caring centre and so forth in accordance with the themes. Children are willing to take part in imaginative play and boost their imagination and social skills through interactions. There are emotion corners in classrooms for children to express their daily mood. Teachers provide manipulative learning aids for children to revisit and consolidate their learning. Additionally, coloured boards, different types of fruits and vegetables are placed in the nature and living corners for children to observe. Teachers are recommended to refine the design of corner activities and further stimulate children to discover the nature of things through exploration.
- 2.6 Teachers are friendly. They care for children and often praise children's positive behaviour. Teachers prepare multimedia videos, storybooks, real objects and other teaching materials based on themes to attract children to participate in activities. Teachers are recommended to inspire children at opportune times in light of children's performance and help them consolidate their learning experiences and extend the acquired knowledge after activities. The school taps community resources and borrows outdoor sports venues for children to have more space to play physical games. Still, teachers are required to refine some items of the physical activities according to the development of children with a view to enhancing the effectiveness of gross motor games and making the games more interesting. In music activities, teachers lead children to sing. Children follow instructions to perform corresponding movements that match the song content while playing musical instruments as accompaniment. Teachers may enrich the music elements of the activities, guide children to feel the melodies and rhythms of music more often and to express emotions through body movements, enjoying the pleasure of music games.
- 2.7 Children are polite and greet others actively. They respect their teachers and care about their peers. Children are able to follow activity rules and complete simple learning tasks as instructed by teachers. Children possess good self-care abilities as

they can take out tableware for having snacks and tidy up toys on their own. Children are pleased to create art and craft works and enjoy playing with their peers together. They have great fun in group activities.

3. Recommendations for Enhancing Self-improvement of School

The school values the enhancement of teachers' professional competence. It is necessary for the school to optimise the existing appraisal system so as to let teachers know their strengths and needs from self-evaluation and peer evaluation while stipulating professional development goals individually. Such information can also be served as reference for human resource deployment of the school. The management is required to steer the teaching team to utilise the assessment information to inform curriculum, strengthen the interface between curricula of each grade level as well as removing the excessively difficult learning content and homework of K3 and the arrangement of asking K1 children to write along dotted lines, thus further enhancing the learning and teaching effectiveness.