

School No.: 565440

Quality Review Report (Translated Version)

Yan Chai Hospital Fong Kong Fai Kindergarten

Shop A, G/F, Lung Cheung Garden, 26 Praya Kennedy Town, Hong Kong

4, 5 & 7 July 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: 4, 5 & 7 July 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 adheres to the mission of fostering children’s whole-person development. It aims to create an inclusive and caring school culture that promotes home-school cooperation and caters for children appropriately. The school has an explicit administrative structure and a well-defined delineation of authority and responsibility among team members, along with clear guidelines. The management guides the staff to handle daily affairs efficiently and displays prudence in response to unforeseeable incidents, resulting in smooth administrative operation. The school puts emphasis on team collaboration and communication. It has strived to nurture middle management staff in recent years, allowing the experienced team members to gradually serve as curriculum coordinators and support newly recruited colleagues. It also provides sufficient channels to staff members for expressing their views and building consensus. The team unites together to promote the school’s continuous development with concerted efforts.
- 1.2 The school has established a solid school self-evaluation (SSE) mechanism. The management steers the staff to review the effectiveness of different tasks and the school’s development in an evidence-based approach. The school has been actively following up on the recommendations of the previous Quality Review to improve its daily schedule while utilising child assessment information to inform the overall curriculum planning. Based on the SSE results, the management leads the team to take into account the needs of different stakeholders to devise appropriate development plans and review the effectiveness together. Last school year, the school’s major concern was to create a rich language and art environment for children to develop their thinking, imagination and creativity. The school deployed its strategies in the aspects of teacher training and curriculum planning. In light of the impact of the COVID-19 pandemic on children, the school refines its activity design this school year in order to make the physical activities more interesting and increase its effectiveness. Additionally, the school designs diversified sensory play for

encouraging children to learn on their own initiative. The team adapts the strategies aptly in accordance with children's performance and the plans have been effective in achieving the expected goals.

- 1.3 The school embraces and cares for children's diversity. Through an effective identification mechanism, teachers identify children with special needs the soonest and make prudent use of community resources to support children properly. In tandem, teachers communicate with multi-disciplinary professionals on a regular basis to follow up on children's learning and development together. Having regard to an increased number of non-Chinese speaking (NCS) children intake, the school designs a variety of learning and supporting activities for children and parents respectively. For instance, NCS children's group language learning activities are conducted, as well as interpretation services are provided in parent talks. These are beneficial to children's integration into school life. Meanwhile, the school pays attention to the emotions of children who are newly admitted or promoting to primary one. The school organises different adaptation activities which is conducive to children's psychological preparation for next learning stage.
- 1.4 The school develops different channels to closely liaise with parents. It enhances parents' understanding of the school curriculum and parenting skills through theme-based parent talks, parent-child activities, lesson observations, etc., which is effective in strengthening the effectiveness of parent education. The school regards parents as important partners and keeps them informed of the school's development and work plans. It also collects parents' views, arranges parent talks according to parents' needs and invites them to assist in planning and participating in school activities, such as serving as instructors of interest classes and storytellers, to build a good home-school relationship. Parents appreciate the team for catering for and loving children, recognise and support the school. They also take part in the school's activities actively and share their opinions on the school's continuous development, hence working together with the school to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 The school devises an integrated curriculum based on children's needs. It promotes learning through play which help children develop positive values and attitudes and acquire knowledge and skills under a relaxing and joyful atmosphere. To expedite children's comprehensive and balanced development, the school organises a variety

of activities including exploring topics during project learning that are in accordance with children's interests, so as to foster children's active inquisitive mind. With the aim of developing a sense of national identity in children, the school holds national flag raising ceremonies on special occasions. It also enables children to understand traditional Chinese art through learning activities and links up festivities with daily life to strengthen children's understanding of Chinese culture. The school provides children with sufficient opportunities to participate in music, physical, art and free choice activities every day, which is conducive to cultivating their interest in all aspects. However, when arranging homework, the school asks K1 children to write along dotted lines, and a small amount of K3 mathematics homework is rather difficult. The school must remove the inappropriate homework with a view to accommodating children's developmental needs.

- 2.2 The school develops learning portfolios for children to keep different types of observation records, children's works and assessment reports to reflect their development progress. Teachers consolidate and analyse assessment information in a systematic manner to serve as references for supporting individual children and curriculum adaption. The school keeps parents informed of their children's development through parents' day. It also invites them to share the performance of children at home after the completion of a teaching theme so as to let teachers understand children's development from different perspectives. However, some items assessed by parents are focused on evaluating children's understanding of the thematic learning content and such arrangement is inappropriate. The school is required to review the content of parents' assessment and design assessment items that suit parents' role, thus optimising the assessment of child learning experiences.
- 2.3 The school has a well-developed curriculum coordination, monitoring and evaluation mechanism. The management demonstrates its role of curriculum leadership to keep abreast of the curriculum implementation and give timely feedback and guidance to teachers through conducting classroom walkthroughs, scrutinising curriculum documents and attending teaching meetings. The management conducts collaborative lesson planning with teachers and renders support to them for revising the learning content and environment setup. Meanwhile, reflection forms for different learning activities are provided which enable teachers to master the criteria of designing effective activities so as to enhance the teaching effectiveness. The teaching team attaches importance to teaching reflections and is able to make concrete suggestions in light of children's performance as well as informing

curriculum organisation and planning.

- 2.4 Last school year, the school purposefully cultivated children's interest in art and arranged teacher training to strengthen teachers' skills in conducting art activities and deepen their knowledge of art. Teachers applied what they had acquired to plan art activities with themes, guided children to draw by using different types of lines and shapes, and stimulated children's creative thinking during the conversation with children. Besides, the school made good use of the school environment to exhibit a variety of children's art creation, including creating exhibit backdrops and decorations with different materials and combining children's drawings as a meaningful art piece, creating an artistic environment for children. The school was imbued with artistic atmosphere. Children were engaged in art activities to draw in their thoughts and design distinctive works using ample and diverse materials. They were also willing to share their creative ideas with others and enjoyed the fun of art activities.
- 2.5 This school year, the school regards promoting children's physical development as its major concern. Through providing physical facilities and organising parent-child morning exercises, the school and parents enhance children's interest in taking part in physical activities and develop their physique with collaborative efforts. Teachers apply what they have learnt to design physical games that have abundant amount of exercise, thereby fostering children's gross motor development. In tandem, teachers utilise the venue to place a great variety of physical equipment and materials for children to design games during the physical activity sessions on Mondays to Thursdays. As observed, children showed enthusiasm in participating in the activities. Some of them sought ways to transfer balls with peers by using different parts of the body while some others passed, hopped and jumped over marker cones to demonstrate their good gross motor skills and body coordination. The school invites external trainers for leading the physical activities every Friday, but some of the designs fail to meet children's needs. The school is recommended to review and revise the activity content and design appropriate physical activities according to the child development.
- 2.6 Teachers set up the school environment meticulously and design corner activities that are diversified and in line with the themes in the classrooms, lobby and on the walls, facilitating happy learning for children. The decorations in imaginative play corner are appealing that children role-play with their peers therein. For instance, children imitate farmers to collect eggs in chicken farms and take care of small animals.

Children also use household items to assemble and construct buildings, having great fun. They often communicate and collaborate with peers, which promote their language and social development. Last school year, the school regarded creating a language-rich environment as its major concern. Language activities were designed to cater for children's needs and connect with their life experiences. Meanwhile, teachers introduced reading scheme, picture book creation and other activities to enhance children's reading interest. This school year, the school strives to provide children with diversified activities of sensory exploration, such as comparing the wind power produced by portable fans and paper fans to move forward small cars, and feeling the touch of various toy cars by putting their hands into a mystery box. With hands-on participation and real object manipulation, children sustain their curiosity and cultivate an inquisitive mind. Teachers maximise their roles in the games during the activities. Apart from walking through the activities and observing children, teachers join in children's games as well. By giving timely intervention and inspiration, teachers stimulate children to think and explore deeper, helping children learn through play.

2.7 Teachers care for children, and are gentle and patient. They support children in need through seating arrangements and illustrations during activities so that children can learn at their own pace. Teachers possess good communication skills and speak articulately to draw children's attention while using questions to encourage children to share their thoughts. Children are full of curiosity. They love asking questions, express their opinions actively and share their experiences. Teachers pay attention to how children react and perform during lessons in order to adapt the teaching arrangements in a timely and flexible manner, such that the activities can be more suitable for children's needs. Teachers have good classroom management skills and are able to establish and implement classroom routines. Children are familiar with and follow the rules. They are willing to assist in tidying up things after activities, showing their self-care abilities and a sense of responsibility.

3. Recommendations for Enhancing Self-improvement of School

The management pools teachers' efforts to launch the school-based curriculum and create an enriched and interesting environment on campus so that children can explore and learn joyfully through play. Building on the solid foundation, the school is required to improve its arrangement of physical activities on Fridays and remove the inappropriate homework

for K1 and K3 so as to cater for children's developmental and learning needs. The management must also review the assessment content done by parents with a view to optimising the planning for assessment of child learning experiences.