

School No.: 563374

Quality Review Report (Translated Version)

Yan Chai Hospital Ju Ching Chu Kindergarten

G/F, Chak Yam House, On Yam Estate, Kwai Chung, New Territories

24, 25 & 27 June 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: 24, 25 & 27 June 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 leadership team keeps track of the school's circumstances through school visits and regular meetings. It gives proper guidance and support to steer the development of the school. Affiliated kindergartens of the organisation are arranged to work together to organise joint-school professional development activities for fostering experience sharing among teachers. In view of the new recruits in recent years, the school sets its major concern as strengthening the cooperative spirit of the school team. The management renders clear guidelines to assist the newly recruited teachers in grasping the work requirements, and holds social events to enhance communication among teachers. Task groups are formed as well to facilitate teachers' collaboration, thus cultivating their sense of belonging to the school. The team has built an atmosphere of negotiation and interaction. Members of the team jointly implement the daily operations at school to promote the sustainable development of the school with concerted efforts.
- 1.2 The school has followed up the recommendations on learning and teaching of the previous Quality Review, which includes strengthening curriculum coordination and monitoring, revising the daily schedule and improving the setup of interest corners. The school consents to the rationale of school self-evaluation (SSE) and the management leads the team to plan a development direction of the school and review the work effectiveness. To tie in with the trends of kindergarten development, the school has regarded promoting national education as its major concern in the past two years. Teacher training was arranged in last school year with the aim of boosting teachers' expertise in scheduling relevant activities and teaching, whereas strategies like enhancing activity design and parent education are deployed in this school year to lay a foundation for progressive implementation of tasks.
- 1.3 The school caters for and accepts children's diverse needs. The school collaborates with external professional groups to identify and provide referral services to children with special needs so that they can receive appropriate support the soonest.

Meanwhile, the school pays attention to the adaptation of newly admitted children, and understands children's living habits, daily behaviours and so forth through parent surveys with a view to providing suitable assistance. The school also adjusts the lesson time in the first month of schooling as well to help children gradually integrate into school life. With respect to the interface between kindergarten and primary education, the school invites the graduates to come back and share their life experiences in primary school. The school also arranges primary school visits in the vicinity for K3 children to receive relevant information and get psychologically prepared for promoting to primary schools. The school liaises closely with parents through face-to-face meetings, school notices, student handbook and other channels while inviting parents to serve as volunteers and participate in school activities so that they can be familiar with their child's school life and learning. The school organises home visits together with social workers in order to understand the needs of children and their families, and give support accordingly. The school and parents trust each other and join hands to cultivate children's happy growth.

2. Learning and Teaching

- 2.1 With reference to the teaching packages, the school integrates content of all learning areas using themes and devises a comprehensive curriculum which accommodates children's development in the domains of ethics, intellect, physique, social skills and aesthetics. With a goal of facilitating children's happy learning and growth, the school designs a great variety of activities for children to learn through play. In tandem, the school organises visits, outdoor experiential activities, etc., to enrich children's learning experiences. Children are given sufficient time for music, physical, art and free choice activities every day in order to cater for their learning needs. It is necessary for the teaching team to revise the content of some line drawing exercises for K1 in the second school term in a bid to meet children's development.
- 2.2 The school creates learning portfolios for children to maintain assessment information and children's work while inviting parents and children to take part in the assessments. However, the school must review the content of parents' assessment to help parents comprehend children's living habits and behaviour through daily observation. Teachers share children's learning and specific follow-up suggestions with parents during face-to-face meetings to foster the development

of children. The school makes use of the assessment information to gain insight into and follow up on children's individual needs. The information also serves as reference for teaching adaption and curriculum feedback. The school is required to revise the arrangements of summarising children's performance in some learning areas respectively at the end of each school term so as to reflect children's developmental progress in different stages holistically and accurately.

2.3 The school has a curriculum management mechanism in place. The management plans the curriculum outline and teachers prepare and roll out teaching plans. The management understands the implementation of the curriculum through meetings, classroom walkthroughs and the scrutiny of teaching documents. It offers support and guidance to teachers as well. The management leads teachers of all grade levels to analyse the child assessment information upon the completion of themes and review the effectiveness of teaching and the curriculum. Yet, the management may assist teachers in further boosting their reflective abilities, guide them to explore the areas of improvement collaboratively in terms of teaching as well as proposing focused suggestions for improvement to increase the efficacy of learning and teaching unceasingly.

2.4 The school has taken promoting national education as its major concern in recent years that teachers have been arranged to participate in relevant training, visit museums and so on. Moreover, activities such as Chinese calligraphy and tea-drinking are organised for children. All these deepen teachers' and children's understanding of Chinese culture. The school has always attached great importance to the cultivation of children's moral character. Through folktale sharing, the school facilitates children to learn about showing respect to their elders, filial piety to parents and other traditional virtues. Teachers take children to an art museum to let them know about the traditional art of our country. To tie in with the learning content, teachers carry out extended activities including creating white and blue porcelain with children. The school introduces ways of celebrating different festivals through activities while mobilising parents to attend the parent-child Lunar New Year fair and stall games, during which parents and children can savour festive food, make dough flowers and so forth, thus they feel the festive joy together. The school is recommended to well utilise the existing peer lesson observation and set a focus of lesson observation according to its development objectives for the team to examine its work and refine the strategies, thereby increasing the effectiveness of the work plan to a further extent.

- 2.5 The school makes good use of the walls along the corridors to display the two-dimensional and three-dimensional artworks of children for them to appreciate and learn from one another. Diversified interest corners are set up in classrooms for children to play games during free choice activities. The environment of the reading corners is comfortable, with mats, benches, theme-related books and puppets placed, attracting children to read. Various materials and tools are placed orderly in the art and craft corners for children to use freely, which is conducive to children's participation in drawing with big paint brushes, making greeting cards and shadow play puppets. Teachers design a wide range of exploratory activities to stimulate children's curiosity. K1 children observe the floating and sinking of objects conscientiously. K2 children concentrate on identifying translucent items behind a black curtain. K3 children explore ways to employ different types of kinetic energy to move a toy car. Children create a motorbike with large building blocks on the ground in the construction corner. They also build the house with blocks and paper boxes to demonstrate their creativity. Children love to pretend to be the driver and passengers in a simulated bus compartment, or enjoy the shadow play performed by their peers on the mini stage. Besides, children play newscasters to present weather reports on television. During the free choice activities, teachers play with children while observing their performance to make timely intervention and guide them to think. Teachers also help children consolidate their experiences of play after activities to extend learning.
- 2.6 A good relationship is built between teachers and children. Teachers always praise children for their good behaviour. They arouse children's learning interest using real objects, photos and so forth while making optimal use of questioning to encourage children to share feelings towards daily life. Teachers design physical games to facilitate children's development of running, jumping and throwing skills. Children are also allowed to use various kinds of physical equipment to trigger them to create playing methods. Teachers and children sing and perform rhythmic movements together, and the latter can play musical instruments for accompaniment, showing their active engagement in the music activities.
- 2.7 Children treat others friendly. They enjoy listening to stories and are willing to share their thoughts. Children always play together, showing good affective and social development. Children are familiar with the activity routines. They take the initiative to tidy up toys and supplies after activities, possessing favourable self-care abilities. Non-Chinese speaking children are engaged in the activities and are

able to talk with their peers in Cantonese.

3. Recommendations for Enhancing Self-improvement of School

The school recognises the SSE rationale and yet it must formulate concrete success criteria based on the task objectives with a view to assisting the team in reviewing the effectiveness of the work plans effectively to promote continuous development of the school. The school is advised to support teachers in reflecting on their strengths and areas of improvement as well as devising their personal goals for professional development and training programmes through the appraisal system, thereby fostering the professional growth of teachers. Additionally, the school is required to revise some line drawing exercises for K1 in the second school term and the arrangements of the summative assessments of each grade level to enhance the quality of learning and teaching in a continuous manner.