

School No.: 563420

Quality Review Report (Translated Version)

Yan Chai Hospital Nina Lam Kindergarten

**G/F, Yan Chai Hospital 24th Term Board of Directors Social Services
Centre, 6 Tin Ho Road, Tin Shui Wai, Yuen Long, New Territories**

19, 20 & 22 March 2024

**Kindergarten Inspection Section
Education Bureau**

Dates of Quality Review: 19, 20 & 22 March 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 management has extensive experience in teaching and administration and is familiar with the school operation, leading and monitoring the implementation of various school tasks effectively. The school has a clear organisational structure. It sets up task forces in accordance with the development plans and work in order to coordinate and deliver different duties. Explicit code of practice and guidelines are put in place for the teaching staff to grasp the work requirements so that daily affairs are properly managed. The school arranges a variety of training activities for teachers and they share what they have acquired during regular meetings and apply what they have gained in teaching. Teachers observe each other through focused peer lesson observation, building a culture of exchange that is conducive to enhancing professional competence. The management understands the work performance and needs of teachers from appraisal and daily communication while providing appropriate guidance and support. Members of the team display a harmonious and cordial atmosphere at work, driving the improvement of the school with concerted efforts.
- 1.2 The school has embedded the rationale of school self-evaluation (SSE) in its routine work. The management guides the team to organise activities carefully based on the school context. Meanwhile, it reviews work plans by analysing teaching evaluation, findings of stakeholders' surveys and other information for putting the cyclical process of planning, implementation and evaluation into practice. In response to the curriculum development trends and learning needs of children, the school has regarded promoting national education as its major concern in these two years. Fostering children to learn through free exploration is another major concern of this school year. The school deploys suitable strategies in aspects of teachers' professional development, curriculum design, home-school cooperation and so on to carry out the work in a step-by-step manner. Regular review is also conducted to keep track of the effectiveness of the plans. All these are conducive to facilitating

the achievement of the expected objectives of the plans.

- 1.3 The school embraces and cares for the diverse needs of children. A proper identification and referral mechanism for children with special needs is available. Teachers maintain communication with professionals and provide support in light of the developmental progress of children. With respect to kindergarten-primary transition, the school provides parents with information on choosing primary schools and arranges experiential activities organised by primary schools for K3 children. In tandem, the school holds primary one adaptation activities on a borrowed primary school campus, helping children get a first glimpse of the environment and learning mode of primary school and be ready for promoting to primary one. The school maintains close contact with parents through diversified channels and invites them to observe lessons, participate in seminars and parent-child activities at school. Parents also serve as volunteers to exploit their competence in parenting. Parents recognise the education rationale of the school and join hands with the school to nurture children to grow up happily.

2. Learning and Teaching

- 2.1 The school curriculum revolves around children's life experiences. The school selects appropriate information from teaching package and books to design teaching activities that cover all learning areas, assisting children in developing positive attitudes, learning skills and constructing knowledge. The school attaches importance to children's moral development. Apart from joining the moral education award schemes conducted by the organisation every year, the school also sets school-based moral foci of the school year and plans relevant activities. For instance, through outings and visits, the school cultivates good behaviour in children including showing love to young and old ones and caring for the community. The school provides sufficient opportunities for the children to take part in music, physical and art activities every day along with ample time for free choice activities, resulting in a balanced daily schedule.
- 2.2 The school has formulated a policy on the assessment of child learning experiences and creates learning portfolios for children. Teachers observe children's performance continuously and display the development of children in thematic assessments, their works and so forth. Teachers keep parents informed of the assessment results regularly for parents to understand their child's performance.

Teachers also invite parents to fill out records of family life as evidence of children's growth. The school makes use of the child assessment information to evaluate the teaching effectiveness, informing the curriculum. However, the school considers the average value of the learning areas in various themes as children's performance at the end of a school term. Such practice fails to reflect children's learning progress specifically and accurately. The management is required to explore and revise the related practice so as to present children's learning in a clear manner.

- 2.3 The curriculum coordination, monitoring and review mechanism of the school is in smooth operation. The management participates in curriculum meetings periodically and puts much effort into leading teachers to plan daily teaching and outdoor learning activities. Moreover, the management pays close attention to the curriculum implementation and children's learning through lesson observation and teaching plan scrutiny, and gives timely support and feedback to facilitate the professional growth of teachers. Teachers examine the effectiveness of the thematic teaching activities every week. At the end of a theme, they write reflection reports, which are then submitted to the management for review. The reflection is mainly about the performance of children. Some of the teachers are able to propose concrete suggestions for improvement in view of the activity design. The management may continue to guide teachers in scrutinising their teaching and evaluating the effectiveness of activities against children's learning performance and learning objectives, thus further enhancing the reflective ability of the team.
- 2.4 To keep pace with the curriculum development trends, the school has taken promoting national education as the major concern in recent two years. In the last school year, the school utilised resources from the organisation and the community to share story books with children and hold a courtesy week, etc., in order to help children learn about Chinese traditional etiquette and cultivate the virtues of being polite to others and respecting teachers. Building on the foundation laid in last school year, the school lets children experience traditional Chinese art and cultural practices in this school year to develop a sense of national identity. The team applies what it has learnt from training to design art activities for children to appreciate artworks with traditional features including opera masks, paper cutting and kites. Furthermore, children are encouraged to create with the provision of materials. In connection with the content of themes, teachers offer real objects and pictures to facilitate children to admire the ancient costumes and famous architecture, experiencing the beauty of Chinese culture. The school taps external resources to

arrange literary and artistic activities such as Chinese orchestra performance, shadow play and Cantonese opera for children and parents to watch and admire. In the meantime, parents are invited to join school activities like wrapping rice dumplings and going to Chinese restaurants for increasing their understanding and interest of traditional culture through parent-child activities. The expected effectiveness of the implementation of the major concerns has been achieved in general.

- 2.5 The school makes optimal use of the campus environment to plan various activity space. In this school year, the school regards fostering children to learn through free exploration as another major concern. Teachers actively employ their acquired knowledge from training for setting up the environment. Water, carton boxes, fabric and so forth are available in the outdoor area, allowing children to create their own ways of play for expressing or constructing their ideas. Children unleash their creativity as they build houses using cloth and carton boxes and think about ways to fix the boxes. Alternatively, children pour water into various containers and compare the volumes of water, demonstrating their problem-solving skills and curiosity. As observed, teachers decorated the interest corners in classrooms in accord with the themes and let children consolidate and extend their daily learning through corner activities. For instance, fresh and dried flowers as well as kapok balls and medical cotton were placed in exploratory corner. Teachers encouraged children to make observation and comparison using different senses to get familiar with the characteristics and usage of things around them through exploration. The effectiveness of the plan has been observed.
- 2.6 The school caters for the diverse learning needs of children and supports children by means of individual care or peer assistance. The teaching team has a good relationship with children. It always gives encouragement and commendation to children, recognising their good behaviour. Teachers are well prepared for teaching. They stimulate children's learning motivation by providing real objects and pictures according to the learning experiences of children. Teachers also arrange group activities to promote sharing and summing-up among children with a view to increasing the opportunities for children to think and express. Some teachers are good at posing questions to prompt children to extend the methods to play. These teachers also assist children in collating their play experiences in review sessions. The management is advised to foster the exchange of good experience within the team through internal sharing in order to strengthen teachers' skills to intervene and review, thereby exploiting its role of inspiring children to learn. Teachers arrange

proper physical activities for children to develop body coordination from crawling, leaping and throwing. The music activities conducted by teachers are imbued with a relaxed and joyful atmosphere. Children sing with their peers along with the rhythms of songs and play musical instruments to show their involvement.

- 2.7 Children are active in taking part in a wide range of activities and enjoy a happy school life. Children get along well with one another and often play together in the interest corners, possessing favourable social development. Besides, children are able to choose and arrange free choice activities based on their interests, during which they are attentive. Art creation filled with childlike fun are exhibited in classrooms. The artworks are made from a rich variety of arts and crafts and eco-friendly materials, showing that children are imaginative. Upon completion of the activities of each learning corners, children tidy up by themselves and put the teaching aids or materials back to the original places. They keep the campus clean and have good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school is conscientious in implementing SSE rationale in daily duties. It devises major concerns that dovetail with the school context and deploys appropriate strategies by analysing the results of SSE. The management is recommended to stipulate more specific success criteria for helping the team assess the effectiveness of the scheduled work more precisely, and taking this as reference for planning the development of the school in the next stage, hence increasing the effectiveness of SSE to a further extent.
- 3.2 Members of the team promote sustainable development of the school with concerted efforts. Under the leadership of the management, the school has laid a good foundation. The management could keep on motivating teachers, enhance the reflective ability of the team through peer communication as well as strengthening teachers' skills to intervene and review play in a bid to facilitate children to consolidate what they have learnt from exploration and construct new knowledge. Besides, the management is required to guide the teaching team to review and revise the practice regarding the end-of-term assessments so that the assessments can reflect children's performance accurately.