

School No.: 543918

Quality Review Report (Translated Version)

Yan Chai Hospital Ming Tak Kindergarten

**G/F, Wing B & C, Heng Kin House, Block 1, Tin Heng Estate,
Tin Shui Wai, Yuen Long, New Territories (Kindergarten)**

22, 23 & 25 January 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 22, 23 & 25 January 2019

- 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 effectively monitors and promotes school development. It steers the school and other kindergartens under the same sponsoring body to keep in close communication so as to collaboratively organise joint-school teacher training activities, with the aim of enhancing professional exchange to advance together. The school has a clear organisation structure and sets up well-defined authorities and responsibilities. An induction mechanism is in place to help newly recruited teachers adapt to the working environment as soon as possible. The teaching team collaborates well and is willing to express its views, striving to improve the education quality of the school.
- 1.2 The management arranges school-based training for teachers as well as organises peer lesson observation and professional exchange activities by taking into consideration the needs of the school's curriculum development, with a view to building a learning community to promote teachers' professional growth. To foster the development of the school-based curriculum, the management guides teachers to design activities that tie in with children's interests and life experience. It also reduces the amount of writing exercise for K2 and K3 children to render them more time to learn through play. The school follows up the recommendations of the previous Quality Review by appropriately adjusting the content and schedule of the learning areas across grade levels. In addition, it formulates clear learning objectives for each learning area, removes repetitive assessment work and revises the policy on the assessment of child learning experiences. The management actively leads the teaching team to promote curriculum development. The results are seen gradually.
- 1.3 The school puts the inter-connected self-evaluation processes into its routine work to evaluate different work and make suggestions for improvement. The school put its focus on enhancing children's learning effectiveness, arousing children's interest in mathematics and music activities was thus taken as the major concern in the last

school year. The school implemented relevant teaching strategies continuously and improved activity design through regular curriculum reviews. The school sets two major concerns this school year, including cultivating children's attitude to learn on their own initiative and strengthening moral education. The school arranges training to encourage teachers to design play activities in order to meet the objectives. It also organises lesson observation for parents to enable them to understand the importance of learning through play for children. The school implements its work with good planning and reviews the effectiveness continuously to make improvement, thereby enhancing the effectiveness of the plan.

- 1.4 The school cares about learner diversity. A mechanism is in place to identify children with special needs. Referral services are provided according to children's individual condition. The school also arranges training to enhance teachers' abilities in taking care of children's diverse needs so as to render appropriate support. Apart from that, the school implements parent-child activities and diversified art activities to create an inclusive atmosphere so that children with different backgrounds are able to integrate into school life. The school actively promotes parents' work and establishes various channels to maintain close communication with parents. Such arrangement helps the school know about children's progress in a timely manner for follow-up actions. To solicit parents' capacity, the school organises the parent-teacher association which helps in organising activities to enrich children's learning experience. On the other hand, the school arranges seminars for parents and selects education-related articles for publishing in school newsletters, with a view to deepening parents' understanding of the developmental patterns and characteristics of children. This is conducive to enhancing parents' competence in parenting. The school participates in exchange visits between kindergartens and primary schools which are organised by the sponsoring body. The professional exchange among schools is favourable to the proper planning of activities to facilitate the interface between kindergarten and primary school, thereby getting children better prepared for transiting to primary school.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to plan its curriculum, and connects different learning areas with themes. It arranges project activities in light of children's interests to stimulate children's curiosity about surrounding things. Visits and festive activities are arranged to enrich children's learning experience.

The school implements a parent-child reading scheme to arouse children's interest in reading. The curriculum content of the school is comprehensive. In regard to the daily schedule, the school arranges sufficient music, physical, art and free choice activities for children every day. The activities are diversified which foster children's comprehensive and balanced development.

- 2.2 The school works out the content for the assessment of child learning experiences in accordance with the learning objectives. It assesses children's performance through continuous observation and making records. The school develops learning portfolios to keep children's assessment information and their work. Meanwhile, the portfolios also include parents' records of the observation about their children's performance at home and children's records of their practice of good behaviour in daily life. The learning portfolios comprehensively reflect children's learning and development progress. The school summarises all the information and conducts a summative assessment on children's learning performance every school term so that parents are informed of their children's learning progress. The school also consolidates and analyses children's learning assessment information to inform curriculum planning, with a view to achieving the objective of assessment for learning.
- 2.3 The management understands curriculum implementation through lesson observation, attending curriculum meetings and reviewing children's work. It considers teachers' views on the curriculum and leads them to design relevant learning activities according to the major concerns for the year. Teachers regularly conduct teaching reflections. They not only review their teaching effectiveness based on the learning objectives, but also identify areas for improvement and take follow-up actions with respect to the activity design. Teachers collect evidence each school term to review the effectiveness of learning and teaching for each grade level, thereby informing curriculum planning and facilitating children's learning.
- 2.4 The school took arousing children's interest in mathematics and music activities as the major concern last school year. The management steers teachers to conduct collaborative lesson planning and use appropriate strategies to incorporate mathematical elements into activities of different learning areas. They lead children to engage in counting activities incidentally and select suitable real objects and teaching aids for children to explore the characteristics of the objects such as quantity and shape through observation, manipulation and so forth. Children are thus able to learn the mathematical concepts joyfully through play. Teachers apply what they

have learnt to design different music games for children, thus enhancing children's interest in the activities. In addition, they let children listen to music and guide them to express their feelings on music through scribbling. Children are also led to perform rhythmic body movements by following the music. Following teachers' guidance, children feel the rhythms and melodies of music. Teachers are advised to design diversified singing activities for children to express their emotions through singing to enjoy the fun.

- 2.5 The school sets cultivating children's attitude to learn on their own initiative as the major concern this school year. Teachers set up a number of interest corners in classrooms in accordance with the learning themes. They place materials for viewing and exploration in the corners, and make good use of corridors and walls to set up games in order to expand children's activity space. Children participate in corner activities on their own initiative. They make use of different kinds of materials and skills during art and craft activities, demonstrating creativity in their artworks. Children enjoy playing diversified constructive games or engaging in role-play with peers attentively. Teachers walk through to observe and take part in children's games so that they are able to give timely encouragement and prompt to foster children's learning. Upon completion of the activities, children pack the materials to keep the classrooms clean, displaying good self-care abilities. Teachers guide children to look back on the games, and encourage them to share their findings and insights. Teachers also add materials in the imaginative play corners gradually in light of children's suggestions. Building on this foundation, teachers are advised to provide more opportunities for children to cooperate with others so as to enhance their collaboration, problem solving and language communication skills through play, with the aim of further cultivating children's learning initiative.
- 2.6 The school places emphasis on facilitating children's moral development. Dramatic elements are infused into activities this school year for children to learn good morals through role-play. Teachers select suitable story books to guide children to act out the story with the aid of music and little props. Teachers participate in the role-play to provide demonstration and guidance. Children are devoted and enjoy the fun. However, teachers may clearly deliver the moral messages to help children nurture positive values and establish an optimistic attitude towards life through play during the concluding session.
- 2.7 There is adequate activity space in the indoor play area of the school with a variety of play facilities. Teachers arrange physical skills training according to children's

physical development. However, the waiting time for the activities is a bit too long occasionally, reducing children's opportunities to participate. Teachers allow children to engage in free choice play activities in the indoor play area, yet some children choose activities that are relatively quiet, such as role-playing in the little house and building blocks in the constructive corner. This leads to insufficient amount of physical exercises for children. Teachers may design diversified activities by making proper use of the venue to reduce children's waiting time. They may also provide games for children to develop their gross motor skills, thereby training up their physical fitness.

- 2.8 Teachers tie in with the learning focus and use teaching aids such as pictures, real objects, etc., to assist in their teaching. They use questions to stimulate children to think, resulting in sufficient interaction between teachers and children. Teachers catch children's attention with facial expressions, voices and actions during storytelling. They guide children to observe pictures and predict the story development, with a view to better developing their association and creativity. Teachers decorate the campus by using children's work properly, so that children are able to appreciate and review their learning. Teachers also use unwanted domestic materials for making art and craft work as well as teaching aids in order to teach children to cherish resources. Children are willing to respond to teachers' questions and share their life experience, they are fully engaged in different learning activities.
- 2.9 Teachers often offer proper appreciation to build up children's confidence in learning. They take note of children's learning differences and intensify individual guidance according to children's abilities and pace of development. Teachers also increase the use of picture cards to assist in their teaching and speak slowly with the use of body language in light of non-Chinese speaking (NCS) children's individual needs to help them understand the meaning. NCS children are able to talk to others in Cantonese generally and integrate into school life. Children play and learn together and help one another as well as creating a harmonious atmosphere in the campus.

3. Recommendations for Enhancing Self-improvement of School

The school has been actively promoting school-based curriculum development in recent two years to implement a number of work plans related to learning and teaching. The school is required to adjust its development focus according to priorities and needs, and plan appropriate implementation work with respect to the school context. On the other hand, the management may steer teachers to review the effectiveness of the integrated

curriculum design, so that teachers can consolidate their experience and their acquired learning from training by professional exchange and sharing. In this way, the team can work in collaboration to refine the curriculum design, so as to further enhance the teaching effectiveness.