

School No.:518077

Quality Review Report (Translated Version)

**Tsuen Wan Trade Association
Yau Kin Fung Kindergarten**

**Wing B and C, G/F Yiu Yam House, and Wing B, G/F Tak Yam House,
On Yam Estate, Tsuen Wan, New Territories**

3, 4 & 6 January 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: 3, 4 & 6 January 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 leadership team cares about the development of the school. It understands the school's development directions through regular meetings and school visits. The members of the management have served the school for years and are familiar with its operation. They work closely together to provide appropriate guidance and support for teachers and properly assign them to take part in different working groups, enabling the teaching team to perform their respective duties while unleashing their full potential. In view of the school's curriculum development needs, the management organises training and peer lesson observation for teachers, and encourages them to share what they have learnt with one another in meetings to foster their professional growth. The school has built a stable teaching team of which team members are cooperative and have developed a good rapport. They promote the continuous development of the school collaboratively.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to increase the support for non-Chinese speaking (NCS) children, such as arranging training to help teachers acquire suitable teaching strategies to facilitate the learning of NCS children. The management leads the team to put the rationale of school self-evaluation (SSE) into practice. They conduct reviews on the implementation of learning activities and development plans, and conclude the effectiveness of work and experience at the end of the school term. The school formulates its annual development plans according to the SSE findings and the development trends of kindergarten education. In recent years, the school has planned to promote children to learn through play for fostering the development of its school-based curriculum. The school arranges external support programmes for teachers to enhance their professional competence. It also refines the daily activity schedule and enriches the play materials. The implementation strategies are feasible and practical. In this school year, the school regards cultivating children's sense of national identity and moral development as its major concern. It gradually carries out the plan through curriculum planning, corner set-up and activity design. The work is progressing

smoothly.

- 1.3 The school caters for children's diverse needs. It has a clear identification and referral mechanism and utilises external resources to enable children in need to receive professional support as soon as possible. The school maintains communication with parents through different channels to help parents understand their children's learning. It also holds thematic seminars for parents, aimed at enhancing their parenting skills and familiarising them with the development directions of the school. The parent-teacher association forms a team of parent volunteers to assist the school in organising parent-child activities, strengthening home-school cooperation. In addition, the school implements suitable measures to help newly admitted children integrate into school life by arranging adaptation activities at the start of the school term. It also organises various activities for K3 children to introduce them to primary school life, and to prepare them for promoting to primary one in the aspects of psychology, emotion and living habits.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and the selected picture books to devise its curriculum based on children's life experiences and interests, integrating content from various learning areas into themes. It also organises seminars and visits, and incorporates project learning to enrich children's learning experiences. Thus, the curriculum arrangements and content are comprehensive and balanced. The school implements its curriculum through drama. Teachers introduce the themes by making use of picture books or creating simple storylines. They meticulously design activities like role-playing and story re-enactment to enable children to grasp the relevant learning content through interesting experience. In recent years, the teaching team has been reducing the amount of writing in homework progressively. Yet, it must remove the rather difficult content of the early childhood mathematics homework for K3 children so as to meet their abilities and learning needs.
- 2.2 The school assesses children's learning through continuous observation and recording of their progress. It also provides parents of NCS children with the English version of the assessment information to help them understand the learning progress of their children. Teachers develop learning portfolios for children to properly keep their assessment information such as the assessment forms,

observation reports and work. The school evaluates children's performance according to the themes. It is advised to refine some items of the assessment form that are relatively general in order to holistically review children's performance in different learning areas. Teachers conduct summative assessments for children at the end of the school term. There are clear assessment criteria for teachers to evaluate children's development objectively. Teachers describe children's performance in words and inform parents of their children's learning progress in a timely manner. The school is able to analyse the information of children's assessments and teaching reviews, which serves as a reference for curriculum refinement.

- 2.3 The management gains an understanding of curriculum implementation by attending curriculum meetings, scrutinising documents and observing lessons. It also gives teachers professional advice and guidance aptly. Teachers of each grade level conduct collaborative lesson planning to discuss the designs of learning activities and the settings of interest corners in the classrooms. They reflect on their teaching every day and review its effectiveness according to the teaching objectives and children's performance. In response to the development foci of the school in recent years, the management has been refining the curriculum review mechanism unceasingly. It helps teachers review the implementation of major concerns and make suggestions for improvement, thereby strengthening the effectiveness of curriculum review. It also leads teachers to refer to teaching reflections and the review information of curriculum meetings to adjust the teaching strategies. Such measures are appropriate.
- 2.4 To keep pace with the development trends of kindergarten education, the school has considered promoting children to learn through play for enhancing their learning interest and active learning abilities as its major concern in recent years. During the physical activity sessions, teachers place the physical equipment and recyclable household materials in the venue while providing adequate space and time for children to design games of their own accord. As observed, children are interested in and take part in the activities enthusiastically. They always discuss and explore with peers the methods of playing games. For instance, they examine the ways of constructing a cottage from large floor mats and negotiate the ways of conducting a ball shooting match, demonstrating a proactive learning attitude. Teachers are able to observe children's performance in games and remind them to be careful. The management may continue to lead teachers in mastering the skills of inspiring

children to learn, enabling teachers to interpret, participate in or intervene children's play at an opportune time and provoke children's thinking through guidance, hence maximising the effectiveness of learning through play. Besides, when teachers conduct a wrap-up session with children after activities, they are recommended to invite children more to share their discoveries and solutions to problems in order to extend and consolidate their experience.

- 2.5 In this school year, the school strengthens the cultivation of children's positive values and attitudes to foster their sense of national identity as the major concern. The management guides teachers to gradually add the learning content of Chinese culture to the curriculum outline, such as understanding the origin of traditional Chinese festivals and traditional virtues. Teachers incorporate the relevant elements purposefully when planning the set-ups of interest corners. For example, Chinese food and tableware are placed in the restaurant of the role-play corner, and various Chinese musical instruments are displayed for sale in a mock bazaar to increase children's interest and understanding of Chinese culture. The school arranges for a flag-guard team to hold the national flag raising ceremony in every morning assembly. The children responsible for raising the national flag have mastered the proper way and procedure of flag raising, and children of all classes follow the etiquette for singing the national anthem by standing orderly and solemnly, demonstrating the necessary attitude. During the morning assemblies, teachers introduce to children virtues like filial piety to parents and caring for others. They also encourage children to share their own experiences and help them develop preliminarily the positive attitude of getting along with people. The school implements the relevant practices from various aspects, which is conducive to strengthening the effectiveness of the work.
- 2.6 Teachers make good use of the space in corridors and classrooms to showcase children's two-dimensional and three-dimensional artworks. They set up the campus thoughtfully to facilitate children's mutual appreciation and learning. In this school year, the school commits itself to refining the settings of interest corners. Teachers design manipulative corner activities that tie in with the themes. They also provide abundant and diversified materials for children to use. As observed, children are engaged in the games designed by teachers. In the role-play corners, they eagerly simulate working on the farmland, meticulously preparing food in the restaurant or actively introducing various products to customers in the shop. They cooperate and communicate with peers, showing good social development.

Children also like to use different materials to make crafts freely or paint seriously in the art and craft corner, letting their creativity and imagination run wild. However, the school may refine the set-up of the reading corner, such as improving the display of books and providing a quiet and comfortable reading environment, in order to boost children's reading interest in the corner.

- 2.7 The school cares for NCS children. It increases the opportunities for NCS children to express themselves verbally and raises their interest in learning Chinese through individual instruction and interactive games in small groups. Teachers use proper pace of speech, supplemented by body language, to help children understand the meaning and learning content, hence fostering their learning. NCS children understand teachers' instructions in general. Some of them are able to communicate with Chinese speaking children in simple Cantonese. They play together and cooperate well. The classrooms are filled with harmony and intimacy. Teachers often praise children positively and specifically, acknowledging their good behaviours and fostering appreciation for one another. Teachers speak clearly and in a systematic manner. During the activities, they always invite children to demonstrate and answer questions to enhance children's participation. Teachers are advised to exploit open-ended questions to inspire children's thinking and creativity, to provide more opportunities for children to share their own thoughts and views, thereby improving their oral expression abilities. Teachers create scenarios for music activities and lead children to sing and play to the music. Nonetheless, some of the activities lean towards revisiting the knowledge and concepts related to themes, resulting in slightly inadequate incorporation of music elements. Teachers are recommended to enrich children's experience with the beat and rhythm of music, guide them to express their feelings through music and other means, and nurture children's ability in music appreciation, thereby enhancing the effectiveness of music activities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school recognises the rationale of SSE and formulates annual major concerns through collective discussions. The management may continue to make use of the self-evaluation cyclical process of planning, implementation and evaluation, to head the team to devise relevant follow-up actions in accordance with the review findings, facilitating the continuous advancement of the school.

3.2 The school puts great effort into developing its school-based curriculum. The management is advised to lead teachers to evaluate and improve the effectiveness of learning and teaching, including strengthening teachers' role in play and their questioning skills, as well as increasing the incorporation of music elements in music activities. Furthermore, the school must remove the inappropriate K3 homework to meet the developmental needs of children and revise the content of thematic assessment to reflect children's learning in different learning areas comprehensively.