

**School No.: 533351**

# **Quality Review Report (Translated Version)**

**ELCHK Tseung Kwan O Kindergarten**

**Wings B & C, G/F, Tong Fu House, Tong Ming Court, Tseung Kwan O,  
New Territories**

**18, 19 & 21 February 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: 18, 19 & 21 February 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 school keeps close contact with the kindergartens under the same sponsoring body. The management of each affiliated kindergarten exchange the administration experience with one another through regular meetings. They co-organise teacher induction and training activities to share information and resources which is conducive to the school development. The principal strives to create a pleasant working atmosphere and considers the views of teaching staff with an open mind which facilitates the communication among the team effectively. Teachers maintain a positive attitude. They work in collaboration to enhance the curriculum management and teaching effectiveness with efforts, so that children can learn happily. The school has established a school self-evaluation (SSE) workflow. It collects the views of stakeholders by means of meetings, interviews and questionnaires in order to understand the implementation of different work.
- 1.2 The school cares about children and respects their diverse needs. The school makes good use of community resources to collaborate with external professionals to provide support services for children with special needs and of different backgrounds. As such, these children can receive appropriate assistance the soonest. The school maintains close liaison with parents. In addition to communicating with parents through a variety of channels, the school invites parents to observe lessons, take part in the sharing of child learning experiences and parent-child activities. Parents are able to observe and understand their children's school life from firsthand experience. In response to the needs of parents, the school organises seminars on various themes for parents to learn the skills of parenting. Besides, there are regular social activities for parents to share their journey of parenting. Parents have a sense of belonging to the school and actively assist the school in implementing activities such as on-site storytelling, large-scale activities and excursions. The school endeavours to promote home-school cooperation and has gained the trust and support from parents. It joins hands with parents to foster children's growth.

## **2. Learning and Teaching**

- 2.1 The school designs the integrated curriculum with themes. The curriculum content is comprehensive and covers all learning areas. It includes the cultivation of positive attitudes and the learning of skills and knowledge for children. The school implements project activities and selects appropriate picture books to share with children so as to motivate them to explore relevant topics, with a view to arousing their learning interests. However, the daily activity schedule of the school places stress on language learning. The school fails to provide children with opportunities for music and physical activities daily while children in whole-day classes have inadequate time for free choice activities. The school must improve the daily activity schedule by arranging sufficient time for music, physical and free choice activities to provide children with balanced learning opportunities so that their whole-person development can be facilitated.
- 2.2 The school arranges mixed-age learning in the afternoon sessions for children of whole-day classes this school year. All children are divided into groups. Teachers lead children of different ages to take part in language, physical, art, music and board games, aiming to facilitate children's social development and encourage interactive learning. However, it is observed that the activity design generally fails to cater for the developmental needs of children of each age level. The management should lead the team to review the teaching effectiveness, plan appropriate activities and improve teachers' skills in conducting activities so as to enhance children's learning effectiveness.
- 2.3 The school set the major concern as strengthening curriculum management last school year in the hope of coordinating and monitoring the curriculum more effectively to enhance the curriculum and teaching quality. The management leads the teaching team to devise the curriculum outline and provides teachers with suggestions in relation to activity design and implementation through curriculum meetings and classroom walkthroughs. Yet, some activities such as music and physical activities lack clear learning objectives, thus undermining the teaching effectiveness. The teaching review is also not comprehensive enough. The management should lead teachers to clarify the objectives of the learning activities, encourage teachers to reflect on the teaching effectiveness by observing children's performance, as well as adjust the teaching strategies. The management plans to reduce the use of teaching packages and encourage teachers to be innovative. However, there is still no concrete plan on how to equip teachers to master relevant

skills. It is necessary for the management to strengthen its curriculum leadership. By the effective cyclical process of curriculum planning, implementation and evaluation, the management should lead teachers to plan a school-based curriculum which meets the needs of children. The school is also required to review some of the K3 homework in the second school term and to delete the homework which does not meet child development, including calculation exercises, arithmetic problems, weekly diary writing, etc. The school should arrange some simple learning tasks that are relaxing, fun and relevant to daily life, so as to meet children's abilities and developmental needs while extending their learning interests.

- 2.4 The school has formulated its policy on the assessment of child learning experiences. It assesses children's performance by continuous observation and recording. The assessment content is in line with the curriculum objectives and covers different learning areas, providing parents a picture of their children's learning and development. The school develops learning portfolios for children to maintain records of thematic assessment information, observation reports, children's work, summative assessment, etc., as the evidence of children's growth. The school may collate and analyse the assessment information of child learning experiences to gain a better understanding of children's overall development, thereby reflecting on its teaching effectiveness and informing the curriculum design.
- 2.5 The school has regarded its major concern as enhancing the effectiveness of children's exploration and self-directed learning these two years. Last school year, teachers improved grouping arrangement to let children choose activities according to their interests and share their play experiences during the review session. This school year, the school continues the aforementioned work, and adjusts the design of interest corners. Teachers make good use of the classroom space to provide different materials for children to play freely. Yet, the design of interest corners slightly lacks the elements of fun and exploration. Children tend to choose the toys on the table and have rather weak motivation to enter other interest corners. The school is suggested to design play activities which can stimulate children's curiosity, imagination and creativity in order to encourage self-directed learning for children. Besides, the activity space in some interest corners is slightly inadequate which requires the school's improvement. The school should make good use of children's performance to assess its work effectiveness and make corresponding follow-up plans, for example, helping teachers to grasp the principles and skills of setting up interest corners so as to strengthen the effectiveness of the work plan.

- 2.6 Teachers are friendly and speak with lively tones. They always smile and have a good relationship with children. Teachers give clear instructions and teach children patiently. They use real objects, pictures and so forth as teaching aids. In addition, teachers ask questions to encourage children to express their views and feelings. Teachers may adjust their teaching approach and pace flexibly to follow up and extend children's learning based on their thoughts so as to sustain their curiosity and inspire their thinking. During music activities, teachers develop different contexts in conducting games. However, the activities stress on reviewing the thematic concepts and knowledge while the music elements are slightly inadequate. Children are not fully committed to singing and rhythmic movements. Teachers should guide children to feel the beats and melodies of music, and encourage them to express their feelings using different forms, so as to enhance the enjoyment and effectiveness of music activities. The school sets the major concern as improving teachers' facilitation skills of music activities this school year. That said, there are no clear task objectives formulated yet. The management is advised to understand the needs of stakeholders through SSE, thereby devising clear objectives for guiding the work plan in order to strengthen its effectiveness.
- 2.7 Children enjoy going to school. They have good self-discipline and comply to the rules. They get along with peers. During play, children are cooperative and willing to listen to teachers' instructions. They can also express their personal experiences and feelings in a simple way. After play, children clean up the toys properly, demonstrating good self-care abilities.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school should follow up the recommendations of the previous Quality Review to enhance the overall effectiveness of using SSE to facilitate school development. In recent years, the school has set up a number of major concerns. However, there are no clear task objectives which affect the effectiveness of planning and implementation of the work plan. In the SSE process, the management is still required to lead the team to understand the school context and priorities of school development from various perspectives, hence planning feasible implementation strategies systematically. The school should also make good use of relevant evidence to evaluate the effectiveness of the development work in a focused manner. The evaluation result serves as the basis for planning the development in the next stage.

3.2 The management must reinforce its curriculum leadership to lead teachers to improve the daily activity schedule, activity design, teaching approach, etc., in order to enhance the effectiveness of learning and teaching. It is necessary for the school to revise the daily activity schedule to provide children with sufficient music, physical and free choice activities every day for facilitating their balanced development. The school must devise a concrete plan on the school-based professional exchange activities. The school should set the focuses of lesson observation and arrange post-observation discussions according to teachers' needs, so as to help them consolidate and practise what they have learnt, thus enhancing the effectiveness of learning and teaching collaboratively.