

School No.: 563900

Quality Review Report (Translated Version)

**Hong Kong & Kowloon Kaifong Women's
Association Ting Sun Hui Chiu Kindergarten**

G/F, 101-116 Mei Yeung House, Mei Lam Estate, Shatin, New Territories

12, 13, 16 & 22 December 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 12, 13, 16 & 22 December 2022

- 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 has the support of the leadership team. It receives resources and professional opinions in the aspects of administrative management and curriculum development, thereby facilitating its development. The campus has been renovated and looks brand new. The management plays a prominent role in curriculum leadership to steer the school to develop steadily. The school attaches importance to the professional growth of teachers. It enhances teachers' professional competence by conducting school-based teacher training activities, such as peer lesson observations, seminars and workshops. In recent years, a number of newly recruited teachers have joined the school, injecting new impetus into the teaching team. The management communicates closely with the teaching staff. Teachers get along well with one another. The team adheres to share education rationale and puts much effort into nurturing children's growth.
- 1.2 The school has established a clear mechanism for school self-evaluation (SSE). It encourages teachers to review the effectiveness of work and draw up the major concerns collaboratively. In the recent two school years, the school has regarded enhancing the assessment of child learning experiences as its major concern. It developed assessment criteria for every learning area to help teachers evaluate children's performance objectively. In the previous school year, the school also focused on cultivating children's imagination and creativity through art activities, and the effort has been delivering results effectively. In this school year, the development objective of the school is promoting children to learn through play. The school devises corresponding implementation strategies from different aspects including bringing in external professional support, teacher training and parent education. The relevant work plans are in accordance with the school context and the needs of children, and have been carrying out in a step-by-step manner.
- 1.3 Explicit guidelines are in place for the school to identify children with special needs in a timely manner. It follows the established procedures to provide children with

follow-up and referral services while making good use of external professional services to offer appropriate support to children. The school also arranges regular meetings for teachers and professionals. They communicate and exchange views, which is conducive to getting a grasp of each child's learning progress. The school values home-school cooperation. Apart from inviting parents to the school to observe lessons and participate in experiential classes for understanding their children's learning, the school also conducts different parent seminars, such as identifying children's emotions and promoting parent-child relationship through play, to enhance parents' competence in parenting. In this school year, the school further promotes home-school cooperation by organising parent education activities. It enables parents to understand the rationale behind learning through play, thereby working with parents to foster children's healthy growth together. The parent-teacher association has been established for years. It sets parent-child activities and encourages parents to be volunteers at school, putting the rationale of home-school cooperation into practice.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to design an integrated curriculum with themes. The curriculum content is comprehensive and balanced, addressing the cultivation of children's values and attitudes and their acquisition of skills and knowledge. The school puts emphasis on children's moral development. It conveys positive values like caring, inclusiveness and empathy to children through picture book sharing, simple tasks award scheme and Little Leaders programme. Hence, children are able to practise virtuous behaviour by interacting with families, teachers and friends. The school provides visits and experiential activities for children to enrich their learning experiences. It also connects the themes with festival activities, guiding children to know about Chinese culture and art, gradually developing a sense of national identity.
- 2.2 The daily schedule of the school is properly organised, providing children with sufficient opportunities to engage in music, physical and art activities every day. Children can also take part in free choice activities with peers based on their preferences daily, thus fostering their balanced development. In recent years, the school has scrapped the copying homework and replaced it with interesting exercises and simple parent-child learning tasks to extend and consolidate children's learning.

However, some pieces of K3 homework are rather difficult and beyond children's capabilities. The school must remove those inappropriate parts to meet children's development.

- 2.3 Teachers assess children by continuous observation. At the end of the school term, they make use of the assessment forms to record children's development in various areas. They also collate children's work, observation records and so forth to create learning portfolios for children and report to parents the growth of their children. The school has regarded improving the assessment of child learning experiences as its major concern in the recent two school years. The teaching team developed assessment items of child learning experiences according to the learning content and teaching plans. Team members discussed and decided on the assessment criteria of every item to ensure that the assessment information can reflect children's learning performance objectively. The plan has been implemented in an orderly manner. Upon completion of a theme, teachers analyse the thematic assessment results to comprehend children's learning needs, thereby mapping out apposite learning content.
- 2.4 The school has a clear and effective mechanism for curriculum planning, monitoring and review. The management leads teachers to discuss the learning content and teaching plans. It monitors the curriculum implementation through attending meetings, classroom walkthroughs and in-class collaborations, etc., providing teachers with concrete suggestions for improvement. Peer lesson observations and teaching sharing sessions are arranged for teachers to exchange what they have learnt in training according to the foci of teaching and master the skills in classroom management and teaching, hence enhancing the efficacy of learning and teaching effectively. Teachers reflect on the curriculum content regularly. They evaluate the activity arrangements against children's performance. Through attending meetings and scrutinising curriculum documents, the management strengthens teachers' reflective abilities in a step-by-step manner. It guides teachers to review the learning effectiveness of children at each grade level in accordance with the learning objectives systematically. The curriculum reflection are summarised and it uses the information as reference for curriculum planning, thus informing the curriculum design.
- 2.5 The school makes good use of the campus to set up different interest corners for children. Materials are placed in an orderly manner in the corners and the activities thereof are manipulative and tie in with children's interests and abilities. In the

previous school year, the school enlisted external professional support to improve the skills of teachers in leading art activities through exchange activities like collaborative lesson planning, lesson observation and lesson evaluation. As observed, there were plentiful art materials in the classrooms for children to use freely. Children collaged art materials and drew attentively. They exploited different artistic expressions to create their signature artwork, unleashing their imagination and creativity.

- 2.6 The school understands the importance of play to the development of children. Teachers design various corner games and learning activities which facilitate children to learn and construct knowledge with peers joyfully. The imaginative play corner is set up thoughtfully, with content related to children's life experiences. Children enjoy acting out different characters. During the interaction, their language expression skills and social development are fostered. Teachers design exploratory activities based on children's interests. They guide children to feel and perceive different things with their senses. Children are willing to try and engaged in the activities. On this foundation, teacher may ask children questions to guide them to understand things through prediction, comparison, etc., hence further cultivating children's spirit of exploration.
- 2.7 Teachers are friendly and care for children. They employ different tactics to help children's learning, including individual guidance, designing teaching aids with different levels of complexity and homework adaptation. Teachers conduct activities in groups to provide more opportunities for children to participate, making it easier to render assistance to children for giving them proper care. Teachers lead children to engage in music activities for imagination. Children are responsive to the high and low notes as well as the fast and slow rhythms. They also create movements to express their ideas and feelings. Teachers design diversified physical activities and help children master basic body movements through explanations and demonstrations. Children take part in the activities proactively, showing favourable coordination and good gross motor development in general.
- 2.8 Children love going to school and are interested in learning. They possess good language comprehension and expression that they listen to teachers' instructions attentively, and respond to teachers' questions and share their life experiences eagerly. Children enjoy participating in free choice activities. They play corner games enthusiastically, are willing to participate different activities and solve problems by themselves. They are excited when completed a task, beaming with

self-confidence. They have good self-care abilities as they tidy things up, clean the desktops on their own, and help place the desks and chairs as well. They are capable of caring about the needs of others, assisting their peers and praising others for their virtuous behaviour, displaying good affective and social development.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has embedded the rationale of SSE in its daily practices and is able to evaluate the effectiveness of work with reference to different information. Building on this solid foundation, the school may further cultivate the teaching team by empowering teachers to join the evaluation of the school work in all areas and take the role of planner. In this way, teachers can grow professionally, raising the professional competence of the team.
- 3.2 The school has put much effort into curriculum planning in recent years. It analyses its curriculum and understands the work effectiveness through the regular curriculum review mechanism to set forth the development foci of the next stage so as to continue enhancing the quality of school education. The management is advised to keep adapting, planning and setting up learning environments in tandem with children's performance, interests and needs, thus further boosting the efficacy of learning and teaching. The management is also required to review some pieces of K3 homework, remove the inappropriate part and refine the curriculum design so as to promote the continuous advancement of the school.