

**School No.: 566578**

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

**Pentecostal Church of Hong Kong  
Tai Wo Nursery School**

**3/F, Neighbourhood Community Centre, Tai Wo Estate, Tai Po,  
New Territories**

**7, 8 & 10 February 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: 7, 8 & 10 February 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 helps the school implement various tasks by giving appropriate advice in the areas of administration, human resources management and resource allocation. The school values teachers' professional growth. It communicates with the affiliated kindergartens of the sponsoring body to hold joint-school meetings regularly in order to share experience on curriculum development and catering for children's diverse needs. The school also co-organises teacher training and lesson observation activities among various schools. The school has also established an induction mechanism to help the newly recruited teachers adapt to the school as soon as possible and get into gear by the supervision of the management and the guidance of the senior teachers. The principal has extensive experience in administration. The management understands the competencies and expertise of teachers so the duties are assigned properly. It also arranges training according to the school-based development and teachers' individual needs. Teachers are encouraged to share what they have learnt, which facilitates the professional growth of the team.
- 1.2 The school recognises the rationale of school self-evaluation (SSE) and has set up a mechanism of SSE. It has generally followed up on the recommendations of the previous Quality Review to allow the teaching team to join the SSE work. The management leads teachers to review teaching reflections, children's performance and parents' views to grasp the school context. The management then sets forth the annual performance targets with the teaching team based on the trends of curriculum development and the children's needs. In the recent two years, the school has regarded enhancing the effectiveness of music activities as its major concern while refining the school-based exploratory activities and strengthening the element of exploration in play are the school's major concern this school year. The school makes good use of external resources to arrange training for teachers. It also organises diversified lesson observations to improve teachers' skills in designing and

leading games. The school deploys strategies from the aspects of teacher training, teaching activity design and implementation, and home-school cooperation. Such deployment is appropriate and conducive to implementing the work plans, and the effectiveness is seen gradually.

- 1.3 The school has a clear identification and referral mechanism to support children with diverse needs and utilises external resources to provide appropriate support services for them. The school is keen on creating a caring culture and teachers always take the initiative to console and encourage children. The school attaches importance to home-school communication and keeps parents informed of their children's school life through different channels. In light of parents' needs, the school conducts parent education activities to help parents get hold of parenting methods. The parent-teacher association assists the school in carrying out activities like parent-child outings and parent-child sports day. Parents take part in the activities enthusiastically and are eager to help the school implement activities. The school gains the trust and support of parents, thus a home-school partnership has been formed, and fosters children's happy growth together with parents.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* to choose themes that are related to children's life experiences and suitable picture books to devise a school-based curriculum. The curriculum content is comprehensive, encompassing the development of moral, intellectual, physical, social, aesthetic and spiritual aspects. The school holds different festivities to let children experience traditional Chinese custom and deepen their understanding of Chinese culture. The daily schedule of the school is balanced and children are provided with sufficient time to engage in music, physical, art and free choice activities every day. In addition, the school is reviewing and amending the arrangements of learning by subjects and dictations for K3 children during the primary one adaptation activities, which is on the right track. The school should continue to evaluate and remove the difficult content of the curriculum and homework for K2 and K3 children so as to meet children's developmental needs.
- 2.2 The school has put in place a mechanism for the assessment of child learning experiences. Teachers get a grasp of children's learning through continuous observation. They also consolidate the information from observation records and

assessment reports to summarise children's performance in every learning area at different developmental stages. The school develops learning portfolios for children to maintain observation records, assessment information and analysis of children's work as evidence of their growth. The school has set explicit criteria for assessment items so that teachers can assess children objectively. It also invites parents to evaluate children's attitudes in daily life which helps teachers comprehend children's development from various perspectives. Teachers keep parents abreast of their children's learning through regular meetings and the dissemination of child assessment information.

- 2.3 The school has established a clear mechanism for curriculum coordination, monitoring and review. After formulating the curriculum outline for each grade level, the management holds cross-level, collaborative lesson planning meetings with teachers on a regular basis to design teaching activities. The management realises the curriculum implementation by attending meetings, scrutinising teaching documents and observing lessons. Teachers reflect on their teaching based on children's performance and some of the teachers are able to make specific suggestions for improvement. The school actively arranges lesson observation for the management and among teachers to facilitate teachers' observation and sharing, hence elevating the effectiveness of teaching.
- 2.4 The school has regarded enhancing the effectiveness of music activities as its major concern in the recent two years. It capitalises external resources to arrange training for teachers and exchanges teaching experience with the affiliated schools. Teachers conduct collaborative lesson planning to refine the teaching plans. They incorporate more music elements into the activities with a view to boosting children's interest in joining music activities. In the previous school year, the school set reviewing teachers' effectiveness in implementing music activities as the focus of lesson observation. It created an observation log of music lessons such that teachers could observe their peers' teaching with focus, thereby strengthening their abilities in designing relevant activities and teaching skills. As observed, teachers use story scenes as a lead-in to the activities and play rhythmic movement games with children. Children love to sing. They beat time to the music with their bodies and musical instruments, thoroughly enjoying themselves.
- 2.5 The school arranges training activities for teachers to deepen their understanding of implementing exploratory activities and considers refining the school-based design of the relevant activities as its major concern. The school conducts parent

workshops to help parents draw inspiration from daily life to learn techniques for carrying out exploratory activities with their children. The school also shoots short videos of play and uploads them to the intranet periodically for parents to watch and make reference to, thus encouraging them to play with their children at home. Simple games and exploratory activities of the interest corners are incorporated into each theme to let children master the knowledge and skills through manipulation. However, teachers put excessive emphasis on arranging for children to record the results of manipulation during teaching while some activity procedures are too complicated for the children. Teachers must design appropriate activities that are in line with children's pace of development and interests so as to let children observe and compare their findings in exploration as well as arousing their curiosity and exploratory spirit towards nature and living.

- 2.6 The school promotes children to learn through play earnestly. During physical activities, teachers apply what they have learnt and provide various physical equipment and toys for children to choose according to their own preference, reinforcing the element of free exploration in games. It is observed that children make use of different materials to create their own games. For instance, they tap on the physical equipment with some sticks as if they are drumming, and they collage with plastic sticks and cones to make an aeroplane. They even make drinks with varied materials and simulate drinking with peers, showing rich imagination and creativity. Teachers conclude and collate the learning experience with children after the activities. They may ask questions to inspire children to think deeper, hence extending learning.
- 2.7 The school makes good use of the campus space to set up a toy wall where play materials like building blocks are placed for children to manipulate. Children's work is also properly displayed on the wall for their mutual appreciation. There are various interest corners in the classrooms, with a great variety of activities of which the content centres around children's life experiences. Teachers provide manipulative teaching aids with answers attached so that children can check on their own after games. Children learn to plan activities and put their ideas into practice as they are given plentiful options during the free choice activity sessions. Such an arrangement meets children's developmental needs. Teachers set up the role-play corner in consonance with themes and place an array of toys for children to engage in imaginative play in the settings of a simulated fruit shop, restaurant, etc. This is beneficial for children to learn through scenarios and facilitates child-child

interaction.

- 2.8 Teachers are kind and amiable. They have a good rapport with children as they often praise children for positive behaviour. Teachers use pictures, toys and mystery bags to aid teaching and boost children's motivation in learning. Some teachers are good at storytelling and play different roles to arouse children's interest in learning. Teachers lead children to engage in skills training activities during the physical activity sessions. They also let children play on the slide and climbing frame while children demonstrate good body coordination. Teachers employ tactics such as seat arrangement, language cues and individual guidance to support children with different learning needs.
- 2.9 Children are friendly and take the initiative to communicate with others. They enjoy listening to stories, share their views and ask questions according to the storyline, showing good oral expression. Children are willing to take part in art and craft activities and use diversified materials to create. They utilise different lines in the composition of drawings and adorn the pictures with vivid colour. After the activities, children consciously put the toys and items back to the proper place and wait for toileting in an orderly manner, demonstrating excellent self-care abilities. Children always play with peers. They get along well and have good social development.

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

- 3.1 The school has established an SSE mechanism. It must set the success criteria that are appropriate and tie in with the task objectives so as to review the effectiveness of the plans more efficiently and then map out the development direction of the next school year in tandem with the pace of school development, thereby fully implementing the rationale of SSE.
- 3.2 The school is required to review the content of the curriculum and homework for K2 and K3 and remove the inappropriate parts to meet the developmental needs of children. It is necessary for teachers to design suitable exploratory activities that are in alignment with children's abilities and interests. Teachers may make use of questioning to further inspire children's eagerness to learn.