

School No.: 563781

Quality Review Report (Translated Version)

Tsung Tsin Mission of Hong Kong On Kei Nursery School

**Podium, Block 9, Site 5, Oak Mansions, Whampoa Garden,
Hung Hom, Kowloon**

17, 18 & 20 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: 17, 18 & 20 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 monitors and supports the school through school visits, meetings and so forth. The management assigns tasks according to teachers' experiences and expertise. Team members discharge their duties and there is a delineation of roles and responsibilities. The management has faced with personnel changes in recent years and strived to create a positive and harmonious work atmosphere. It organises professional development activities to strengthen the cohesion within teachers and puts effort into stabilising the team. Teachers are willing to take on responsibilities and make new attempts at teaching. They work as one to promote the continuous development of the school. The school has an appraisal system in place. The management lets teachers understand their own work performance through lesson observations and interviews. In tandem, it makes suggestions for improvement to drive the team's sustainable development. There are various types of guidelines and records at school. Documents are properly filed for teaching staff to refer to when necessary, which is conducive to implementing the daily work.

1.2 The school has established a school self-evaluation mechanism. The management leads the team to jointly review various school work and set the development direction of the next school year. A group is formed to coordinate and follow up on the implementation of the major concerns for the school to carry out the plans in a step-by-step manner. In view of the curriculum development trends, the school has regarded inspiring children's inquisitive mind as its major concern in recent years. In the previous school year, core teachers attended training and designed activities. This practice has been extended to all teachers in this school year. They plan to deploy the strategies of environment set-up and designing relevant teaching aids. The plan is being implemented progressively based on the school's context. Another major concern of this school year is promoting children's learning through play. The school provides teachers with relevant training and incorporates more

elements of play into daily activities. The plan has been progressing steadily.

- 1.3 The school accepts children's diverse needs. It has established a systematic monitoring and referral mechanism. Teachers document children's development regularly and enlist external resources to facilitate children in need to receive professional support the soonest. The school values home-school cooperation. Teachers always maintain close communication with parents through face-to-face meetings and phone calls. Parents' day is also held to help parents understand their child's school life and learning performance. Moreover, the school sets up the parent-teacher association for teachers and parents to plan activities together and exchange their views during regular meetings. The school organises parent-child activities that are related to the major concerns and holds talks and forms parent groups to strengthen the effectiveness of parent education.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and takes into account children's life experiences to formulate an integrated curriculum using themes. The curriculum content is comprehensive and covers all learning areas, addressing the cultivation of values and attitudes as well as the acquisition of skills and knowledge. The school emphasises positive education. It employs different strategies, such as selecting picture books on moral character and carrying out parent-child activities, to guide children to practise good deeds. The school is also promoting national education gradually. In addition to holding the national flag raising ceremony on National Day and teaching children to learn about and respect the national flag and national anthem, the school arranges for them to experience the custom of traditional Chinese festivals and gain exposure to Chinese culture and art like performing lion dance and paper cutting, hence deepening children's understanding of Chinese culture. There are sufficient free choice and physical activities for children. Yet, on Fridays, the school must arrange adequate music activities and is advised to provide more opportunities for children to take part in art activities. The daily schedule during the period of primary one simulation activities is also unbalanced, so the school must revise it. Besides, some of the homework content of K1 and K3 is rather difficult. The school is required to remove the inappropriate homework to meet children's development.
- 2.2 A sound policy on the assessment of learning experiences is in place in the school.

The assessment is in line with the curriculum objectives and its content is comprehensive. Teachers get a grasp of children's performance through continuous observation. They also create learning portfolios for children to systematically maintain children's assessment information and observation records so that parents understand children's development and join hands with the school to follow up on children's needs. Teachers refer to the collated assessment information periodically to analyse the performance of children of each grade level. They review the curriculum and set the future development direction of the school based on the analysis.

- 2.3 The school has a mechanism of curriculum management and monitoring. Through attending meetings, scrutinising curriculum documents and observing lessons, the management understands the curriculum implementation and makes suggestions for improvement. Teachers discuss and reflect on the design of activities on a regular basis. They mostly describe children's performance in their reflections and individual teachers are able to give suggestions like improving the teaching arrangements or increasing the amount of materials. Nevertheless, teachers rarely examine the extent to which the learning objectives have been achieved and the appropriateness of the content. The management is advised to further enhance the reflective skills of the team while guiding and encouraging teachers to reflect on different aspects, such as the environment set-up and learning content, to evaluate the activity effectiveness in order to inform the curriculum.
- 2.4 The school environment is clean and beautiful. The school utilises the campus space to display parent-child's or children's artworks for children's mutual appreciation. Different learning zones are set up for children to create and explore during free choice activities. In the course of the activities, teachers play light music to create a relaxing learning atmosphere. The teaching aids are diversified and manipulative and designed to correspond to the themes, which helps extend children's learning. The reading corner is furnished with different books and puppets, providing a comfortable space for children to read therein. The scenarios in the role-play corner are related to the content of the picture books. Children simulate joining a birthday party and interact with teachers and peers, which is beneficial for children's social development. Plentiful materials are available in the art zone for children to use freely. Children draw and make artworks attentively, unleashing their creativity. In alignment with the major concern, there are varied hands-on opportunities for children in the exploratory zone, including observing

shadows and experiencing the power of wind. Children focus on the activities, demonstrating their curiosity. Nonetheless, the learning content of some of the exploratory activities in the previous school year was too difficult, one of which was to learn about the structure of the eyeball. Teachers are recommended to draw up the content that suits children's developmental needs.

2.5 Teachers are kind and amiable. They care for children and render individual guidance to children during activities to cater for their different needs. In thematic activities, teachers make use of stories, real objects, etc., for their teaching. They ask questions to guide children's learning and provide opportunities for children to have first-hand experience, assisting children in mastering what they have learnt. During music activities, teachers tie in with the theme of Lunar New Year to arrange for children to sing festival songs, play traditional Chinese musical instruments and so forth. Children enjoy the activities very much. In response to the major concern, teachers incorporate elements of play into activities, such as adding group games in physical activities, so as to enhance children's interests in learning. As observed, children love playing games and their amount of exercise is adequate. They carry out gross motor activities with peers joyfully. Teachers play with children during free choice activities. Some teachers also let children share with peers their experiences and feelings. After observing children's performance, teachers may guide and encourage them to think and express themselves in the review sessions, thus inspiring children's learning to a further extent.

2.6 Children respect the rules and are courteous. They are willing to help others and get along with peers well. They are curious about their surroundings, sharp-eyed, like to share their works and have good expressive language skills. Children also possess self-care abilities and pay attention to hygiene. They are able to tidy clothes or personal belongings on their own as well as helping teachers put back the learning tools after use, keeping the classrooms neat.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school arranges various types of learning activities for children whole-heartedly. However, it must revise the daily schedule on Fridays and during the period of primary one simulation activities to provide more opportunities for children to participate in art activities. Meanwhile, the school is required to remove the excessively difficult homework to meet children's development.

3.2 The management is advised to lead the team to review the effectiveness of learning and teaching based more on learning objectives, content, etc., in their daily reflections so as to inform the curriculum. Teachers may also design exploratory activities in light of children's needs while making good use of the review sessions after play to guide children to share, thereby inspiring children's thinking and consolidating their learning.