

School No.: 564060

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

## **Tsung Tsin Mission of Hong Kong On Keung Nursery School**

**5/F, Fung Tak Estate Community Centre, Fung Tak Estate, Diamond Hill,  
Kowloon**

**10, 11 & 13 October 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: 10, 11 & 13 October 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 school makes good use of the resources from the organisation to promote tasks including those in administration, curriculum and supporting children. The leadership team monitors the school operations in different aspects in an effective manner through regular meetings. It also keeps abreast of the development and needs of the school to offer appropriate support and guidance. The school maintains close communication with the affiliated kindergartens of the organisation to hold activities together including joint-school professional development programmes, graduation ceremony and art exhibition so that teachers have the opportunities to collaborate with and learn from one another, thus converging professional capacity. The school has a clear organisational structure. Management members divide up the work among themselves to coordinate the curriculum of each grade level. They discharge their duties properly, and the authorities and responsibilities are well defined. Upon assuming office, in view of the personnel changes over the past years, the management actively builds a team to enhance the collaboration and trust among teachers. The management also caters for the adaptation of the new recruits by arranging them to go to school beforehand for getting familiar with the work environment. Such measure facilitates them to understand the curriculum characteristics of the school and grasp the teaching requirements the soonest. In conjunction with teachers' professional development needs, the school provides suitable training for teachers to deepen and practise what they have learnt. A clear appraisal system is in place. Apart from the management's evaluation, there is also a self-assessment for teachers to better know their strengths and work performance, which is conducive to enhancing the work efficacy.
- 1.2 The school has established the school self-evaluation (SSE) mechanism. The management leads the team to review the teaching and development plans through meetings, and work together to examine the work effectiveness of each domain. The school has regarded nurturing children's interest in Chinese culture as its major

concern in recent two years and implemented the plans by employing strategies such as providing appropriate teacher training and designing cultural experience activities. In this school year, the school takes sharpening teachers' skills in conducting music activities as its major concern through external support and professional training activities. The school maps out its major concerns which dovetail with the development trends of kindergarten education, with clear goals and proper strategies, being able to take care of the needs of children, teachers and parents.

- 1.3 The school caters for learner diversity. It has developed an effective identification and referral mechanism and utilised resources of the organisation and external resources to give professional support to children as early as possible. The school values home-school communication and maintains close liaison with parents through different channels. Meanwhile, parenting seminars and workshops are held and questionnaires are distributed to parents after the activities for the school to know parents' needs and suggestions. The parent-teacher association has been established for years to assist the school in organising activities and encourage parents to take part in parent-child activities. It reflects parents' views to the school through regular meetings which is effective in fostering the connection between home and school.

## **2. Learning and Teaching**

- 2.1 The school makes reference to teaching packages and curriculum outline of the organisation to organise a curriculum by using real-life themes. The curriculum ties in with children's abilities and interests, and covers all learning areas to cultivate children's positive values, skills acquisition and knowledge construction. The school utilises community resources to plan off-campus experiential activities actively in order to enrich the life experiences of children. The school devises a balanced daily schedule for children to have sufficient time to engage in music, physical, art and free choice activities every day. To promote national education, the school conducts the national flag raising ceremony on specific days, offering opportunities for children to learn warranted etiquette and attitudes, thereby strengthening their sense of national identity.
- 2.2 The school assesses child learning experiences through continuous observation. Teachers devise assessment items in accordance with the learning objectives and making reference to the child developmental progress provided by the organisation,

with a view to grasping children's development pace and learning performance. The school creates learning portfolios for children, in which information such as thematic assessment forms, observation records and children's works are kept to serve as evidence of their growth. Parents take part in the assessments as well to share children's behaviour and habits at home for teachers to get a full picture of the development of children. Teachers keep parents informed of their child's learning performance and developmental progress on a regular basis. The school adjusts the teaching content based on the assessment information of child learning experiences.

2.3 The school has a sound curriculum management mechanism. The management discusses the learning objectives and environment set-up with teachers through regular meetings and understands the curriculum implementation by walking through classrooms, scrutinising lesson plans and teaching reflection. Teachers reflect on the learning and teaching effectiveness after class and render concrete suggestions for improvement based on children's performance and the design of learning activities. The management guides teachers to collate the information of curriculum evaluation at the end of a school term, thus informing the curriculum planning.

2.4 The school has taken nurturing children's interest in Chinese culture as its major concern for two consecutive years. Elements of national education have been incorporated into the learning themes to increase children's understanding of traditional Chinese custom. In the last school year, "We are Chinese" was set as the learning theme for K2 and K3 classes to give children exposure to blue and white porcelain, paper cutting, Kung Fu and so forth. Children also participated in Lunar New Year cultural experience day to raise their awareness of traditional culture. In this school year, the school organises more learning activities related to Chinese culture. At Mid-autumn festival, it let children and their families solve lantern riddles and make lanterns together. Teachers selected story books relevant to filial piety and shared them with children, facilitating children to learn and practise good behaviour and attitudes of showing filial piety to parents. The school arranges theme park outings for children to have on-site observation on giant panda's physical features and behaviour. After going back to the school, children create ink paintings with the theme of giant pandas to extend their learning and consolidate their knowledge of the appearance of the giant pandas. The school arranges a variety of on-campus and off-campus learning activities, which is beneficial to enhance children's interest in learning Chinese culture.

- 2.5 Teachers design diversified corner activities according to the learning themes. Materials are placed neatly for children's easy access. Children unleash their imagination in role-play corners to imitate different characters and people such as the little white rabbit as the main character of a story, and cashiers and customers in a supermarket. Children choose from a wide range of art materials in art and craft corners, and then draw or make three-dimensional works to exploit their creativity. In exploratory corners, children use oil-absorbing sheets to test and compare the presence of oil in different types of food, stimulating children's curiosity in discovering the composition of food.
- 2.6 Teachers are conscientious in teaching and use real objects and teaching aids to facilitate teaching and raise children's learning interest. Teachers are amiable and care for children. They accept the diverse needs of children while encouraging and praising children in a timely manner. In the theme of food, teachers guide children to make sandwiches. Children learn about food preparation skills by hands-on making. It helps strengthen their self-care abilities and cultivate an attitude of cherishing food. Teachers pose questions to guide children to express their thoughts and assess their understanding of the learning content. In the activity review sessions, teachers let children share their feelings towards the activities. Besides, teachers should help children consolidate what they have learnt so as to reinforce and inspire their learning. With respect to physical activities, teachers organise circuit games and free choice physical activities for children. Teachers observe children's behaviour, provide demonstration and clues to children when needed and motivate them to try, which is favourable to develop their body coordination. In this school year, the school arranges training on music teaching for teachers and encourages them to apply their acquired knowledge. As observed, some teachers were able to create scenarios around the learning themes and planned interesting music activities combining the elements of singing, rhythmic movement, musical instrument playing and so on. Children like singing, and are able to move rhythmically and tap out the beat to songs.
- 2.7 Children love going to school. They are courteous to others, respect teachers and get along well with peers, demonstrating harmony and sociability. Children are attentive in class. They follow teachers' instructions to learn and eager to respond to teachers' questions as well as sharing their life experiences. Children are familiar with the procedures for entering the interest corners. Activity routines have been established. Children enjoy playing with their peers, demonstrating good affective

and social development. Children possess self-care abilities and good hygiene that they put on and take off their shoes by themselves before and after the afternoon nap. They are able to tidy up items after the activities, keep their clothes tidy and wash their hands after going to the toilet.

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

The school can keep up with the trends of curriculum development to devise its major concerns. As the teaching team is getting more stable and more familiar with the school, the management may enhance teachers' participation in self-evaluation, including collaborative review on the effectiveness of the plans for charting the direction of the future development of the school. In tandem, teachers are required to help children consolidate their learning when conducting activity reviews in order to enhance the learning and teaching effectiveness.