

School No.: 536482

Quality Review Report (Translated Version)

Tsung Tsin Mission Pak Tin Graceful Kindergarten

G/F, Shing Tin House, Pak Tin Estate, Shek Kip Mei, Kowloon

14, 17 & 19 February 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 14, 17 & 19 February 2025

- 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 and operation of the school and gives advices on school reports, financial budgets, etc. The school has an explicit organisational structure. The management allocates tasks based on the operational needs, teachers' experiences and preferences. It also assigns experienced teachers as mentors to support the new recruits in adapting to the working environment. To tie in with the major concerns and needs of children, the school arranges relevant training for teachers. Following that, teachers reflect and share their findings with peers during staff meetings to promote their professional development. The appraisal system of the school covers staff self-evaluation and managerial assessment, along with clear procedures, facilitating the understanding of the strengths and professional development directions of each staff member.
- 1.2 The school's annual major concerns and work plans are mainly developed based on the curriculum development trends and the opportunities for obtaining external resources. Last school year, the school regarded deepening children's knowledge of Chinese culture through diversified activities as the major concern. It implemented the plan by reviewing the curriculum, designing activities and arranging teacher training. Besides, the school has been deploying resources to launch different support activities for a few years in view of the needs of non-Chinese speaking (NCS) children. Last school year, the school introduced an external support programme to equip teachers in strengthening their assistance to NCS

children. This school year, the school takes facilitating NCS children's Chinese learning as its major concern and arranges training for core teachers while implementing the relevant work through collaborative lesson planning.

1.3 Teachers embrace children's diversity. They identify and provide referral services for children with special needs following the established mechanism so that children can receive appropriate assistance. The support team regularly visits the school to exchange views with teachers and communicate with parents, providing collaborative care for children. The school designs parent-child activities to meet the needs of newly admitted children. With the companion of parents, children get to know the campus environment and teaching staff before the commencement of the school year. Meanwhile, teachers take the initiative to contact parents to learn about their children. To foster the interface between kindergarten and primary education, the school develops related themes that allow children to understand the learning mode and facilities of primary school through learning activities. Besides the provision of primary school information, the school invites primary school principals to explain the principles of school selection to parents as well as introducing ways of counselling for children's emotions, thereby helping children get prepared for promotion to primary school.

1.4 The school regards parents as key partners and maintains close contact with them. The school not only arranges parent lesson observation, but also organises a wide range of parent-child activities with targeted participants, including newly-arrived and NCS families, so that they are informed of the school development and learning of children. The school recruits parent volunteers to take up tasks including organising library books and looking after children during outdoor visits. The parent-teacher association connects parents through barbeques, hikes and other activities while serving as a bridge between parents and the school to promote home-

school communication.

2. Learning and Teaching

2.1 The school devises a curriculum outline with reference to the teaching packages and organises an integrated curriculum using themes. The curriculum content covers all learning areas, accommodating children's cultivation of attitudes as well as their acquisition of skills and knowledge. The school attaches importance to nurturing children's moral development. It shares positive values such as being grateful and observing rules through morning assemblies and moral stories. Visits and experiential activities are arranged based on themes to enrich children's learning experiences. Regarding the daily schedule, children of half-day classes are given opportunities to engage in music, physical, art and free choice activities every day while children of whole-day classes cannot take part in music and art activities daily during the afternoon sessions. As observed, some teachers conducted thematic teaching or read aloud the information in the weather chart during the free choice activity sessions. These activities had taken up a significant amount of time. Moreover, children had to wait for their peers to complete the assigned tasks before engaging in free choice corner activities. The management is required to rearrange the daily schedule of the whole-day classes and remind teachers that they have to allocate sufficient time and opportunities for children to take part in free choice games in a bid to enhance learning effectiveness. In response to the recommendations of the previous Quality Review, the school has cancelled dictation. That said, an interest corner is designed to simulate dictation in a learning theme about preparing children for primary school. Such design must be removed. Some learning content of K1 as well as some Language and Early Childhood Mathematics homework for K2 and K3 children are too difficult. The amount of

copying is also rather excessive. The school is required to remove the inappropriate learning content and homework and reduce the amount of copying so as to meet the developmental needs of children.

- 2.2 The school keeps the assessment information and works of children in the learning portfolios as evidence of their growth. Teachers inform parents about their child's development and provide follow-up suggestions through the parent meetings, joining hands to facilitate children's healthy growth. However, the results of the end-of-term assessments are derived from the average value of children's performance in thematic assessment items. Such practice fails to present the actual performance of children at the end of the school term. The school must abandon the way of considering the average value of the themes as the end-of-term performance of children so that the assessments can accurately reflect children's development.
- 2.3 The school has established a curriculum management mechanism. The management understands the curriculum implementation by carrying out classroom walkthroughs and attending curriculum meetings. Teachers conduct weekly reflection. They jointly review the effectiveness in aspects such as activity design and environment setup upon completion of a theme, and propose suggestions for improvement in light of the performance of children. Yet, no follow-up actions have been taken for some recommendations. The management is advised to lead teachers to utilise the review information pragmatically for curriculum adaptation with a view to enhancing the overall learning effectiveness.
- 2.4 The major concern of last school year was strengthening children's understanding of Chinese culture through diversified activities. To keep pace with the major concern, the school conducted the national flag raising ceremony on important days for cultivating a sense of belonging to the country in children. Meanwhile, the school organised exchange tours to the Mainland for teachers to enrich their knowledge of

Chinese culture and learn more about environmental setup skills. The school carries out activities such as savouring Chinese snacks and getting to know about folk games to enhance children's understanding of traditional culture. Additionally, parents were invited to participate in festive activities so that they could experience traditional customs with children together. The school is advised to incorporate the elements of Chinese culture into thematic learning to a further extent for increasing the effectiveness of the integrated curriculum, thus fostering a sense of national identity in children.

2.5 As for the major concern of facilitating NCS children's Chinese learning, individual teachers form a Chinese learning group for NCS children after training while conducting collaborative lesson planning with other teachers to design learning activities with reference to the relevant teaching materials. For instance, teachers incorporate teaching aids such as picture-to-word matching into the language learning corners and frequently use body language in their teaching to help NCS children understand the meaning of the words. At the same time, they adjust the assessment content in a bid to reflect NCS children's progress in Chinese learning accurately. Teachers may provide more opportunities for NCS children to listen and apply Cantonese in authentic situations as well as encourage NCS children to communicate with others in Chinese, thereby further increasing the effectiveness of the major concern.

2.6 Teachers display children's work on the walls of the campus. The artworks are full of childlike fun, attracting children to appreciate from time to time. Teachers design theme-matching role-playing games for children, such as imitating dentists and marine conservationists, fostering children to consolidate their learning from the themes through play. A wide range of materials is available in the creative corners. Children make marine life with paper bowls, paper strips, glitters, etc., demonstrating

creativity in their work. Teachers design exploratory activities for children such as exploring the floating and sinking of water bottles and observing the appearance of marine life. Children gain knowledge through observation and manipulation. During free choice activities, teachers mainly instruct children to do homework but seldom join in their games. Teachers are recommended to play with children and strengthen their role as an inspirer to help children be more engaged and unleash their creativity.

2.7 During activities, teachers guide children to use polite expressions and encourage them to try their best to complete simple learning tasks. In music activities, teachers lead children to do rhythmic movements while feeling the melodies and beats by humming songs. Children are fully devoted. In physical activities, teachers arrange circuit games to promote children to perform throwing, crawling and other movements. As observed, children engaged in gross motor activities happily with their peers, having an adequate amount of exercise. Children possess good self-care abilities as they can put on and take off their jackets, and pack their personal belongings. Chinese speaking children and NCS children share everything and get along well.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school has established an explicit school self-evaluation mechanism and assesses the implementation of plans at the end of a school year. However, when drawing up plans, the school is advised to clearly and concretely state the expectation on children's performance to serve as success criteria of the plans, thus enhancing the effectiveness of the assessments.

3.2 In view of the personnel changes in recent years, the management is advised to formulate codes of practice and procedure manuals, including guidelines on hygiene

and safety, and steer the staff to perform duties effectively for strengthening the effectiveness of professional leadership.

- 3.3 The management is required to strengthen its curriculum leadership and monitoring role to arrange a balanced daily schedule and guide the team to inform learning and teaching by making good use of teaching reflection. Inappropriate learning content and homework design should be removed and the amount of copying has to be reduced to ensure that children have sufficient time for taking part in the free choice activities with a view to meeting their developmental needs.