

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

29, 30 April & 3 May 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 29, 30 April & 3 May 2019

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 develops working guidelines with clear division of labour. Staff are able to follow the duty arrangement to handle daily matters. The management has considerable administrative experience. It communicates closely with the teaching team and arranges training for teachers according to the development focus of the school, which is conducive to enhancing teachers' professional capacity. Upon assumption of the duty, the principal has re-organised and strengthened the task force, as well as devising its specific work areas and objectives. The principal has also increased the opportunities for teachers to be involved in different areas of work so as to strengthen their professional collaboration and promote the development of the school.
- 1.2 The school follows up the recommendations of the previous Quality Review (QR) by increasing children's opportunities to share and express their thoughts. The school consents to the rationale of school self-evaluation (SSE). The management leads teachers to review the effectiveness of their daily work. In view of children's needs and the trends of curriculum development, the management sets strengthening the cultivation of children's morals and exploratory spirit as the major concerns for these two years. It devises the implementation strategies from the perspectives of curriculum planning, home-school cooperation, etc., and conducts regular reviews, thus facilitating the implementation of the plan.
- 1.3 The school cares about children's diverse needs. It formulates strategies to support children so it can identify children with special needs at an early stage and maintain close communication with parents to understand as well as follow up children's progress. In addition, the school taps community resources properly to provide on-site support services for children in need, referring or helping them in a timely manner. The school regards parents as partners and informs them of their children's learning performance by means of different channels and approaches, for example, inviting parents to be volunteers at school or participate in parent-child activities. The

school makes good use of parent resources, among which the parent-teacher association is able to facilitate home-school cooperation. Through activities including “Cheering Station for Parents”, interest classes for parents, etc., the association enhances parents’ parenting skills which is conducive to establishing a support network among parents. Parents are willing to participate in school-based activities and work in collaboration with the school to foster children’s growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to devise the curriculum outline and adopts an integrated curriculum based on themes. The school conducts project activities in light of topics that children are interested in and arranges theme-related visits to enrich children’s learning experiences. The curriculum content is comprehensive, covering all learning areas. Although the school has gradually reduced the copying amount of homework, the amount for K2 and K3 is still demanding. On the other hand, a small part of the K3 homework is difficult and dictation activity is arranged. The school must cancel the homework and dictation that do not meet children’s abilities. For the daily schedule, the time for music, art and free choice activities is considered sufficient. Yet, the school does not arrange physical activities for K3 on Friday. The school should arrange enough music, physical, art and free choice activities daily for K3 children during the period of interface between kindergarten and primary school, so as to cater for their learning needs.
- 2.2 The school formulates the content on the assessment of learning experiences with regard to the learning objectives. Teachers assess children’s performance by continuous observation and records. Learning portfolios are developed to keep assessment information such as children’s activity records and their work, for parents to have a better understanding of their children’s learning performance. However, the school should make good use of children’s assessment information to inform the overall curriculum planning with a view to enhancing the effectiveness of learning and teaching.
- 2.3 In terms of curriculum management, the management leads leaders of each grade level to devise the curriculum outline for each grade level. It understands the implementation of the curriculum through classroom walkthroughs, scrutinising curriculum documents, attending meetings, etc. Teachers regularly select some

learning activities for conducting teaching reflections, and make suggestions for improvement in response to children's performance. Nevertheless, there are too many learning objectives planned while the learning effectiveness is undermined. It is necessary for the management to strengthen the role of curriculum leader and provide appropriate guidance to teachers on the teaching content and activity design. The management may also organise suitable training in light of teachers' needs to improve their skills in teaching design. In addition, it may lead teachers to review children's learning performance and suggest specific follow-up measures based on teaching objectives, so as to improve the curriculum planning and teaching design.

- 2.4 For the past two school years, the school has taken strengthening the cultivation of children's morals as the major concern. It infuses relevant moral elements into the curriculum, including observing rules, loving oneself, loving others, etc. Last school year, the school not only conducted moral activities during morning and afternoon assemblies, but also designed activities corresponding to moral development during religious activities, so as to connect the learning content with daily life to promote children's moral development. At the end of the term, the school summarised children's performance and suggested increasing children's opportunities to practise good behaviour. In view of this, the curriculum planning is reinforced this year to provide children with more opportunities to share their experience during moral activities. The school also sets up an award scheme for parents to encourage their children to practise good behaviour at home, so as to nurture children collaboratively with parents by means of home-school cooperation. As observed, children are obedient and polite. They get along with peers, help and love one another. The expected outcomes of the work plans are achieved.
- 2.5 The school strives to enhance children's exploratory ability. Last school year, it first implemented a pilot scheme in K3 by adding an exploratory session every Friday and enhanced teachers' skills in conducting science activities for children through teacher training. This school year, the school follows up the review findings and puts efforts to make better connection between exploratory activities and themes, which can help improve the design of integrated curriculum. From observation, teachers are able to design diversified exploratory activities. However, some teaching content is rather difficult, for example, the principle of water surface tension, making it difficult for children to understand. The school is advised to consider children's abilities and interests in selecting suitable content and use various strategies to foster their curiosity, enabling them to acquire knowledge through

exploration. Their abilities in observation, prediction and comparison can also be developed. In addition, the school cancels the physical activity session for K3 children every Friday owing to the arrangement of exploratory activity for them on the same day. Such measure reduces K3 children's opportunities to engage in gross motor activities. The management should thoughtfully design the work to ensure the balance of the curriculum and appropriateness of the activities so as to enhance the effectiveness of the plan.

2.6 The school premises are bright and clean. Teachers display children's work properly for children to appreciate and learn from one another in boosting their self-confidence. Teachers are able to tie in with the themes and set up different kinds of interesting corners in the classrooms, meanwhile placing diversified materials therein. As observed, children enjoy learning and are engaged in various activities. They select games according to their own preferences. Children like role-playing in the imaginative play corner for developing their social skills through peer interaction. Children are willing to take part in art creation. They often play with peers or complete activities collaboratively, demonstrating good social development. Teachers may better arrange the grouping and design activities with different levels of complexity. Moreover, they are recommended to provide timely assistance during activities to guide and inspire children's learning, thus catering for learning diversity.

2.7 Teachers are well-prepared and their oral expression is clear. They master the skills in classroom management and routine training. Teachers guide children to respect one another and encourage them to participate in different kinds of activities with a positive attitude, creating a harmonious learning environment. They are able to design music activities such as singing nursery rhymes and performing rhythmic movements for children to enjoy the fun of music in a relaxing and joyful atmosphere. When leading thematic discussion, some teachers can select topics that are closely related to children's life. They can also use multimedia, hand puppets, real objects and so forth to assist in their teaching. Yet, some lessons are conducted with too many learning objectives and the teaching pace is too fast, affecting children's learning effectiveness. Apart from that, the teaching plans for physical activities are too brief and the teaching objectives are not specified. During physical activities, teachers arrange children in groups and children take turns to participate in the exploratory activities in the "Sensory World Activity Corner", resulting in insufficient opportunities for children to engage in gross motor games. The school

must arrange enough gross motor activities for children. It should also observe children's performance during the teaching process to offer them with appropriate feedback and support, thereby facilitating their physical development.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 In order to enhance the effectiveness of the SSE work, the management must lead the team to review and analyse the school context as well as discussing the development focus and implementation strategies collaboratively. With the whole-school participation in SSE work, it could foster school's continuous advancement. The school has formulated clear objectives for the major concern on promoting children's moral development, which is conducive to the planning and implementation of the work. Yet, the school lacks overall planning and implementation strategies regarding the major concern on developing children's exploratory ability, resulting in insignificant outcomes. The school is required to draw up specific objectives and success criteria that are in line with children's abilities. In this way, the school could better focus on the overall planning to enhance children's learning effectiveness.
- 3.2 The school must strengthen the curriculum leadership of the management to improve the curriculum planning, including the daily schedule arrangement, teaching design, homework design, etc. It should also cancel inappropriate homework and dictation which do not meet children's abilities. For the sake of improving the quality of learning and teaching, the management could provide teachers with suggestions on improving their teaching in a timely manner. It may also follow up the recommendations of the previous QR by guiding teachers to align with the proposed learning objectives and take children's performance as evidence to reflect on and improve their teaching effectiveness. Furthermore, the management is advised to steer teachers to explore the strategies to cater for learner diversity, meanwhile adjusting the teaching and support measures, thereby enhancing children's learning effectiveness.