

School No.: 534153

Quality Review Report (Translated Version)

**Tsing Yi Trade Association
Tseung Kwan O Kindergarten**

**G/F, Block A, Wo Yat House, Wo Ming Court,
Tseung Kwan O, New Territories**

26, 27 & 29 October 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 26, 27 & 29 October 2021

- 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 management possesses profound teaching and administrative experiences and is familiar with the school operation. It puts collaborative efforts to implement tasks in different aspects as well as monitoring and supporting the school development effectively. The management values the communication with teachers. It allocates teachers' work with reference to their abilities, interests and preferences. Authority is delegated for teachers to exploit their strengths. Since a relatively large number of new teachers have joined the school in recent years, the school strategically arranges senior teachers and experienced teachers to guide the new recruits. It enhances the professional competence of new teachers using lesson observation, teaching demonstration, professional exchange and so forth. The management also provides professional training activities for teachers in accordance with the developmental needs of both the school and teachers. The school actively follows up the recommendations of the previous Quality Review to carry out peer lesson observation in a focused manner for teachers to observe and exchange ideas, thereby reflecting on the teaching effectiveness and enhancing the teaching quality.
- 1.2 The school has a mature school self-evaluation (SSE) mechanism. The management often reviews and understands the effectiveness of different tasks and the school's development through meetings. The school fully implements the cyclical self-evaluation process of planning, implementation and evaluation. It gathers views from different stakeholders systematically and scrutinises teaching review information, hence draws up suitable development plan in light of the developmental needs of the school and children, with a view to promoting the school's self-improvement. In recent years, the school has committed to nurture children's reading habit and regarded this as the major concern. It implemented diversified strategies, including parent-child book borrowing and reading scheme, recommendation of good books by the principal, mixed-age reading activities, etc., which are conducive to creating a reading atmosphere. The school has also

facilitated teachers and parents to grasp the skills of selecting books and storytelling through training activities to enhance children's interests in reading. On the other hand, the school considers implementing diversified physical activities as another major concern in this year. It joins professional support services to strengthen teachers' relevant knowledge as well as skills in designing physical activities in order to enhance children's gross motor coordination skills. The plan is still in its initial stage and the effectiveness is yet to be seen. The school has clear objectives and detailed deployment in its work plan. It arranges and implements various tasks in a step-by-step manner and is going to review the work effectiveness by stages in order to facilitate the continuous improvement of the school.

- 1.3 Teachers care for children and respect their diverse needs. Through an effective identification mechanism, teachers identify and refer children with special needs promptly. They also maintain close communication with parents so that children can receive suitable support. Moreover, teachers adjust homework arrangements in accordance with children's abilities and provide them with individual guidance in a timely manner, making sure that children can learn on their own pace. The school attaches great importance to home-school cooperation. It makes good use of different channels to keep close liaison with parents. Meanwhile, it also organises parenting education seminars for parents, which can help them enhance parenting skills. The parent-teacher association is mature with stable development. It collaboratively works with the school to plan parent-child and parent education activities to further promote the communication and collaboration between the school and parents. The school is recognised and supported by parents, and they work together to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 The school upholds the rationale of child-centredness. It makes reference to the information of teaching package and takes into account children's real-life experiences to design a curriculum using themes through an integrated approach. The learning content covers all learning areas. The school continues to refine its school-based curriculum. It includes themes related to community so that children's learning can be closely related to daily life, which is conducive to enhancing children's learning interests and effectiveness. The school addresses children's developmental needs to arrange appropriate daily schedule. Children

have sufficient opportunities to engage in music, physical, art and free choice activities every day to facilitate their balanced development. Diversified learning modes including whole-class, small group and individual are also arranged to cater for children's learning needs. Nevertheless, some homework for K3 children in the second school term is rather difficult. The school should review and remove the inappropriate homework to meet children's abilities and developmental needs.

- 2.2 The school has a sound curriculum coordination and monitoring mechanism. The management grasps the effectiveness of curriculum implementation through attending meetings, conducting lesson observation and scrutinising curriculum documents. It gives feedback to teachers in a timely manner to enhance their teaching effectiveness. Grade level leaders and teachers conduct collaborative lesson planning and set the learning themes. They develop the teaching plans according to children's prior knowledge and experiences, interests and abilities, which cover play and learning activities in each learning zone. Teachers evaluate the effectiveness of activities with reference to children's performance. The management arranges peer lesson observation and devises the lesson observation focuses that according to teachers' abilities and the needs of professional development. As such, teachers can observe and learn from each other and their professional exchange is promoted. Teachers are capable to make teaching reflection. They grasp children's learning performance and needs from observation and hence raise teaching suggestions. They also follow up the review results and revise the curriculum timely. Teachers have embedded the SSE into daily work of teaching and spare no effort to promote the sustainable development of the curriculum.
- 2.3 The school devises the assessment contents of children learning experiences in accordance with the curriculum aims. It assesses children using the approaches of continuous observation and record keeping. The school develops learning portfolios for children to properly keep their assessment information and works. It also informs parents about their children's performance in a timely manner. Meanwhile, the school invites parents to record their children's performance at home in the learning portfolio for teachers to understand children's development more holistically. The school makes good use of the children's assessment information to evaluate the overall effectiveness of the curriculum, thereby informing the curriculum planning.
- 2.4 After reviewing the learning content of physical activities, the school sets

implementing diversified physical activities as its major concern with a view to arousing children's interests in physical activities and developing their coordination of gross motor skills. Teachers place diversified facilities of play in venues and provide different activities for children to choose. Children are divided into small groups to engage in skill training or circuit games so as to reduce their waiting time. During circuit games, teachers design activities with different levels of difficulty according to children's performance to cater for children with different abilities. As observed, children know how to switch for other activities on their own. They observe order, respect others, and learn with peers joyfully. The effectiveness of the plan is preliminarily seen. By joining support programmes, the school continues to enhance the learning activities so as to meet children's abilities of different ages, hence helping them develop strong physiques.

- 2.5 The school puts emphasis on developing children's reading habit and actively promotes reading in children. The school creates a favourable environment for reading. It places sufficient amount of books with great variety in the reading zone, including the little books made by children. Besides, the school carries out parent-child book-reading scheme and invites parents to tell stories to children at school to arouse children's reading interests. Some children have developed reading habit. During free choice activities, they take initiative to read books alone or read with peers. The preliminary effect of the plan is seen.
- 2.6 Teachers are kind and amiable. They respect children's views and are concerned about their emotions. Teachers encourage children to express their thoughts and feelings. Children are keen to respond to teachers' questions and express their views clearly during lessons. Teachers use real objects, multimedia, etc., to supplement teaching to facilitate children to learn through multiple senses. Teachers speak clearly and have good communication skills. They raise suitable questions to guide children to think and give response. During children's play, teachers observe children's performance carefully and promote children's learning through participation and intervention. Children are provided with opportunities to display good behaviour. They are arranged to play the roles of group leaders to foster their sense of responsibility. K3 and K2 children act as big brothers and big sisters to lead K1 children to the storytelling area to listen to stories, so they can learn to take care of the younger schoolmates. They also have the opportunities to tell stories to K1 children which can help to enhance their confidence. After play, teachers guide children to share their experiences and feelings to help them

consolidate the experiences gained. Teachers grasp the children's developmental and learning needs. They cater for children's diversity through strategies like prompting, guidance and individual support.

- 2.7 The school makes good use of space to set up the classrooms into different thematic learning zones. Adequate opportunities are provided for children to choose activities every day. Teachers design interesting play in each learning area and place abundant materials therein. Children can choose their favourite materials and play on their own according to their interests and abilities. Through manipulation and cooperation with peers, children cultivate active learning attitude, acquire skills and construct knowledge. From observation, children enjoy exploring features of objects. They also like using different materials to create their own works. Moreover, they are engaged in playing different roles in the role-play corner. Overall speaking, children can learn through play and enjoy the fun of activities.
- 2.8 The school designs a wide range of music activities. When teaching children to sing, teachers help children understand the meaning of the lyrics. Also, they encourage children to suggest new lyrics so as to make learning more interesting. Teachers guide children to pat their body or beat the music instruments. Children clap beats in a consistent and accurate manner with the aid of graphics. Children are involved in the activities. In addition, teachers encourage children to complete tasks with peers so that their collaborative skills are fostered.

3. Recommendations for Enhancing Self-improvement of School

The management and teachers work collaboratively to formulate the development direction. They keep making reflection and striving for advancement. The management may build on this solid foundation to lead the team to explore the school's development direction in an ongoing manner. It may motivate the school to step forward through continuous self-improvement under SSE. The school must remove the inappropriate learning content for K3 children. It must also adhere to the principle of child-centredness to design learning activities that can address children's abilities and developmental needs to facilitate children to learn joyfully.