

**School No.: 540579**

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

**Tsung Tsin Mission Graceful Kindergarten  
(Ma On Shan)**

**OT KG01, 1/F., Kam Tai Shopping Centre, Kam Tai Court,  
Ma On Shan, Shatin, New Territories**

**18, 19, 20 & 22 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: 18, 19, 20 & 22 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 school's organisation structure is clear. The management has good knowledge of the school's development. It is able to monitor and manage daily affairs properly while providing teachers with appropriate support and concrete suggestions in the aspects of administration and teaching. The management allocates duties according to teachers' interests and abilities. It forms functional groups such as social group, campus enhancement group and reading group, enabling teachers to participate in non-teaching affairs to an appropriate extent, so as to pool their concerted efforts to facilitate communication among staff, enhance the school environment, enrich teaching resources, etc. The school values teachers' professional development. It sets up a teacher training group to collect views from teachers, and arranges internal and external training activities which meet their needs, in order to promote teachers' professional growth. Teachers pursue advancement proactively. The management often shows recognition to teachers' efforts and offers them encouragement, working together to promote the school's continuous improvement.
- 1.2 The school recognises and implements the rationale of school self-evaluation (SSE). An SSE mechanism has been established to collect views from stakeholders regularly to review the effectiveness of the work in each domain. The management devises development plans based on the SSE results and implements the plans after seeking teachers' opinions. In this school year, building on the development foundation in the past two years, the school continues to regard strengthening moral education as its major concern. The school revises the moral themes in the morning and afternoon assemblies, and places greater emphasis on teaching children to observe rules, respect others, etc., in daily teaching. The principal writes articles to introduce the implementation of major concerns to parents and share ways of nurturing children's good moral characters. Such plan has been recognised by parents. The school has already implemented moral education effectively.
- 1.3 The school takes care of newly admitted children properly. Teachers proactively

understand children's performance at home and cooperate with parents to help children adapt to a new learning environment. For those children suspected to have special needs, the school maintains liaison with parents to provide suitable assistance or referral, so that children can receive support as early as possible. The school attaches importance to parent education and regards parents as partners. It organises seminars and workshops for parents and carers regularly to provide them with parenting information, with a view to strengthening their mastery of parenting skills and assisting children to grow healthily collaboratively. The school introduces the curriculum through meeting with parents. It also encourages parents to serve as volunteers to help the school implement activities. During the process, parents are enabled to have a more in-depth understanding of their children's school life, hence develop a sense of belonging to the school. The school has established a parent-teacher association. Parent committee members participate in the school affairs proactively. They hold meetings regularly to discuss the arrangement of activities, thus their communication and collaboration with the school are enhanced, leading to a solid foundation for home-school cooperation.

## **2. Learning and Teaching**

2.1 The school's curriculum is comprehensive and designed through an integrated approach using themes, covering children's development in ethics, intellect, physique, social skills and aesthetics. The school makes effective use of stories to create scenarios and connect the learning content with children's life, stimulating their learning interest. The school also designs extended activities to guide children to have careful observation and consideration of their surroundings. The school all along attaches importance to moral education and has regarded that as its major concern in recent years. Teachers demonstrate positive attitudes by words and deeds, and praise children's good behaviour in a concrete way. The school shares with children messages related to moral characters at morning and afternoon assemblies, such as self-discipline, compliance with rules and caring about others. From observation, children are polite. They respect and appreciate others, getting along in harmony with peers. Elder children take care of younger ones, displaying good conducts. The school implements moral education in daily work to instil in children positive values.

2.2 In regard to the daily schedule, the school is required to arrange more time for

children of all grade levels to engage in free choice activities, so that children can have more opportunities to choose games according to their own interests and life experiences, thereby fostering their active learning attitude. Every Friday, the school arranges longer art and emotional education activity time for K2 and K3 children, which leads to inadequate physical and music activity opportunities for them. It is necessary for the school to ensure that K2 and K3 children have adequate physical and music activity time every day to facilitate their balanced development. Besides, the school sets designated sessions every Friday for all children to manipulate machinery toys in groups. Yet, the learning objectives of this activity are not clear and children take a long time to wait for their turns. Children are required to manipulate the toys according to specified ways, which limits the room for children's exploration. The school must review the rationale and design of this activity, and adopt appropriate ways to facilitate children's learning. Overall speaking, the school has to adjust its arrangement of daily schedule, so as to meet children's developmental needs.

- 2.3 The school has put in place a curriculum coordination, monitoring and review mechanism. The management places emphasis on the quality of teaching. It understands the curriculum implementation through scrutinising documents, attending meetings, etc. The management also observes lessons in class and shares their teaching experiences with teachers in the post-lesson meetings, so as to facilitate teachers' professional growth. Teachers reflect on their teaching effectiveness conscientiously, review whether children can achieve the learning objectives in an ongoing manner, and raise suggestions for improvement. However, the management still needs to lead teachers to review the homework arrangement to reduce the amount of copying for K3 and K2 children. It is also inappropriate for the school to use rewards as incentive for children to copy repeatedly. Besides, some homework for K3 is too difficult such as questions with text in early childhood mathematics. The school should cancel inappropriate homework so as to meet children's developmental needs.
- 2.4 Teachers set up interest corners such as reading corner, imaginative play corner and fine motor play in the classrooms, and provide diversified materials for children to engage in activities. There are sufficient toys in the classrooms, such as blocks, collage games and board games for children to play together. Teachers place theme-related real objects, for example, fruits in the exploratory corner for children to observe with multiple senses. There are tools and materials placed in the art and

craft area for children to finish designated craftwork. Although the play materials are generally adequate, there are not many facilities for children to explore and create freely. During free choice activities, it takes children quite a lot of time to complete the pre-set tasks assigned by teachers, such as writing, manipulation of teaching aids and specified art and craft activities before they are allowed to choose corner games freely, leading to insufficient opportunities for children to participate in free choice activities. The school is required to improve the arrangement of free choice activities, and encourage teachers to take into account children's developmental needs and provide them with more fun-filled games and diversified materials, in order to extend their learning interest and foster their active learning attitude.

2.5 Teachers are well prepared for teaching. They are able to conduct activities as planned in accordance with the learning goals. They use questioning with different levels to understand and follow up on children's ideas to inspire children's thinking. Teachers speak clearly and explain fluently and vividly, creating a joyful and inviting learning atmosphere. They are amiable and willing to respect and accept children's opinions. Teachers encourage children to write properly. Yet, they are still required to understand children's abilities carefully and adjust the arrangement according to individual differences, so as to prevent children from losing interest or confidence in writing. Teachers accept children with special needs. They keep communicating with professionals to understand children's learning progress and provide them with proper care.

2.6 In regard to physical activities, teachers design fun-filled skills training and free choice activities for children. Teachers give clear instructions and demonstrations. They monitor children's performance effectively, guide and encourage children to complete target movements. Children run, jump and play in the spacious physical activity venue; they have adequate amount of exercises and possess good ability in body coordination. The music activities are arranged in an orderly manner, which include singing, rhythmic movement and manipulation of musical instruments. Teachers use simple but lively ways to guide children to make association, feel the melodies and rhythm. Children enjoy music games. They like singing and doing rhythmic movement. They are familiar with the songs and immersed themselves in the activities. Children have good self-care abilities; they change masks, put on and take off shoes by themselves. They are willing to follow teachers' instructions, and take the initiative to help tidy up the materials in the classrooms, showing the spirit of service.

2.7 Teachers observe and record children's learning situation continuously. The information is kept in children's learning record and their development report as evidence of their growth. The school invites parents to fill in children's behaviour and performance at home in the handbook, so that teachers can understand children's development from various perspectives. The school makes reference to children's assessment information to review the curriculum planning. The summative assessment conducted every school term can generally reflect children's progress at different stages. However, children's learning record distributed by the school according to the learning themes only includes the assessment results of some learning areas such as language and early childhood mathematics, which is not comprehensive enough. The school may adjust the assessment items to include the results of observation in other areas appropriately, thereby enabling parents to understand children's learning in each development area in a more comprehensive and timely manner.

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

- 3.1 The school's work in the implementation of moral education has attained certain results. To promote the school's continuous development, the management should lead the team to examine the school context from different perspectives during the SSE process, so as to tap collective wisdom and identify development directions. Teachers should take part in the planning of major concerns and adopt strategies which target at the task objectives based on the SSE results, and devise concrete and measurable success criteria for reviewing the effectiveness of the major concerns in a focused manner to form the basis of planning for the development of the next stage.
- 3.2 The management should lead teachers to review the arrangement of daily schedule, homework design and environment setup. The school is required to ensure a balanced daily schedule which includes the provision of music and physical activities every day, as well as increasing free choice activity time for children. The school should not lead children to copy repeatedly by means of giving rewards. It should also cancel inappropriate homework to meet children's developmental needs. Teachers should design more interesting corner games and provide more diversified materials according to the teaching themes and children's interests, so as to foster children's active learning attitude.