

**School No.: 611093**

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

**TWGHS Katherine Ma Kindergarten**

**Ground Floor, Yat Tin House (Block 2), Yan Tin Estate,  
Tuen Mun, New Territories**

**23, 24, 25 & 29 November 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: 23, 24, 25 & 29 November 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 This is the third academic year since the school's foundation. Under the steering of the leadership team, the school continues to keep close collaboration and communication with affiliated schools under the same sponsoring body. These include conducting cross-school peer lesson observations, planning teaching training and parent education activities collaboratively, sharing experiences related to moral education and picture book teaching, which are conducive to enhancing the quality of learning and teaching, and also facilitating the school's development. The management members have taught in kindergartens of the same sponsoring body. They hold the same education belief and have established tacit understanding at work. The management values the communication with teachers. Apart from providing guidance on daily teaching, it also makes good use of appraisal meetings to understand teachers' needs in training and work. The teaching team members cooperate seamlessly and support each other in teaching. The team spirit is developed through the cooperation opportunities in working groups in which they work together to plan whole-school learning activities and parent activities, as well as to handle daily affairs. They take forward tasks in different domains with concerted efforts.
- 1.2 A school self-evaluation mechanism has been established. By making reference to the information such as stakeholder survey and child assessment, the management leads teachers to analyse the school's performance in different aspects and review the work effectiveness. They come up with the annual development directions and devise major concerns that meet the school's needs through collective discussion. The school has considered facilitating children's moral development and language development as its major concerns for two consecutive years. The team is able to set specific developmental objectives. It plans from the perspectives of teacher training, parent education, curriculum design and so forth while implementing strategies which address the needs of stakeholders in a step-by-step manner. The

plans are also reviewed and followed up timely to achieve the expected outcomes.

- 1.3 The school proactively creates a caring and inclusive culture on the campus to help children grow joyfully and build confidence. A sound mechanism is put in place to identify and refer children with special needs so that they can receive appropriate services as soon as possible. The school is committed to support parents of non-Chinese speaking children. In addition to providing parents with the English versions of school circulars, child assessment and handbooks, the school also arranges simultaneous interpretation during seminars for parents to understand children's learning situation and grasp the information provided by the school to parents. The school attaches importance to the liaison with parents. It often communicates with parents through various channels like phone call, online platform and meeting. The opinions of parents are followed up properly. Parents recognise the school's work. The school plans parent education activities to help parents nurture children's good behaviour and enhance parenting competency. It also promotes reading culture at home and works together with parents to facilitate the school's development. The school is actively forming a team of parent volunteers to assist the school in carrying out activities with a view to further enhancing home-school cooperation, which heads towards the right direction.

## **2. Learning and Teaching**

- 2.1 With reference to the sponsoring body's curriculum resource bank in picture book teaching and the teaching experiences of other affiliated schools, the school selects picture books with explicit messages, appealing story plots and colourful illustrations to design themes and learning activities related to children's life experiences. The curriculum connects all learning areas and covers children's values and attitudes, skills as well as knowledge. Based on the themes, the school creates real-life contexts and meticulously designs activities for children to grasp their learning through first-hand experiences. Regarding the daily schedule, children are arranged to have adequate time to engage in music, physical, art and free choice activities every day. However, some homework for K3 classes is relatively difficult. The school should review and revise it in order to meet children's developmental needs.
- 2.2 The child learning assessment mechanism of the school is well-developed. It is able to align with the curriculum aims to devise assessment content and specific while objective assessment criteria. Teachers continuously observe and record children's

performance during activities. At the end of the school year, they give comments on children's overall development according to each developmental objective. Teachers develop children's portfolios to properly keep their assessment information and works. Parents are informed of their children's performance in a timely manner. The school makes effective use of the children's assessment information to inform learning and teaching as well as to understand the learning needs of individual child.

2.3 A mechanism of curriculum management has been set up. The management performs its leading role to lead teachers to draw up the school-based curriculum outline and plan the teaching arrangements. It understands the implementation of curriculum through scrutinising curriculum documents, attending curriculum meetings and conducting classroom walkthroughs, and provides guidance at an opportune time. Teachers conduct collaborative lesson planning during grade level curriculum meetings. They design diversified learning activities tying in with the themes and discuss the key details of those activities based on the predicted children's performance. After completing a theme, teachers of each class hand in thematic evaluation to review children's performance in different learning areas, environment set-up and teaching process. Teachers are in general able to reflect on the effectiveness of the activities in accordance with children's performance. Some teachers can even identify the parts needed to be refined and raise concrete suggestions for improvement. During the curriculum review meeting at the end of each school term, teachers make reference to the thematic evaluation and child assessment to review the teaching effectiveness holistically in order to inform the curriculum.

2.4 The school has considered facilitating children's moral development as its major concern in the recent two years while focusing on national education in this school year. Apart from strengthening the elements of nurturing children's good moral characters in curriculum, the school also makes use of materials such as the curriculum resources provided by the sponsoring body and traditional Chinese moral stories to design relevant learning activities with a view to guiding children to develop positive values and put good behaviour into practice. As observed, children show proper etiquette when singing the national anthem. They always give polite expressions, care for and actively help their peers. After activities, children tidy up equipment and materials properly on their own, showing their sense of responsibility. Another major concern of the school in the recent two years is to facilitate children's language development. Teachers are good at using facial

expressions, movements and intonation in telling stories to stimulate children's learning motivation. They ask questions to guide children to observe and think. Children enjoy listening to stories and reading. They read picture books quietly before class and during free choice activities as well as telling stories together with teachers and peers. Sufficient time is set aside during class for children to express their opinions. Teachers not only respect and accept children's different views, but also encourage them to use more proper wordings or extend the content of their speech. From observation, children are very keen to respond to teachers' questions during different activities. They can share their real-life experiences or bring up creative ideas with confidence. The plan has achieved positive results.

2.5 The school premises are clean, tidy and well-lit with spacious accommodation for activities and comfortable environment. Teaching resources are abundant. Equipment and materials are placed in an orderly manner, facilitating the conduct of the activities. Teachers make optimal use of classrooms and activity space to display children's artworks so as to encourage them to observe and learn from each other. A number of interest corners are set in the school lobby for classes to take turns to use, with a view to increasing exploratory space and learning opportunities for children. Teachers decorate classrooms and common interest corners according to themes to provide diversified learning activities and sufficient materials for children to choose. Children manipulate teaching tools to train the fine motor skills and grasp related skills and knowledge. They concentrate on creating artworks or are engaged in role-playing with peers. They talk and laugh together, displaying a pleasant learning atmosphere. As for the overall setting of learning corners, there are prescriptive learning objectives in quite a number of them and children have to follow instructions to participate in activities in an orderly manner. Teachers may provide more materials and activity design which can encourage free exploration and also guide children to explore new knowledge through play. Teachers observe children, participate and intervene in children's activities in a timely manner. They encourage children to make more attempts and guide them to complete or extend activities. In some review sessions of free choice activities, teachers can guide children to think, which can help them collate and consolidate what they have learnt. Yet, discussions in some other review sessions are relatively superficial. The management should lead teachers to develop the skills in guiding children to conduct learning reviews.

2.6 Teachers are conscientious in lesson planning. They make use of games to ignite

children's learning motivation. They possess remarkable classroom management skills and children have developed good activity routines. Lessons are thus conducted smoothly. Teachers speak clearly and in a systematic manner, serving as models for children to learn to express. Children are always invited to express their opinions. Teachers respond to children's views and questions actively, as well as encouraging them to think and explore more. During physical activities, different equipment is used for children to play or practise skills and they have adequate amount of exercise in general.

- 2.7 Children enjoy learning and are curious. They are engaged in different kinds of activities and always happy. Children like asking questions and they are good at communication with outstanding verbal expression abilities. Children listen to their peers' sharing patiently and give them compliment and support. They also invite their peers to play together, share toys or cooperate to complete activities. Children get along well, and their affective and social development is good.

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

The school team works collaboratively to promote the school's sustainable development. Under the steering of the management, the school has laid a sound foundation. The management should continue to lead teachers, by means of teaching practice and peer exchange, to refine the setting of learning corners and also develop the skills in leading children to review their learning so as to encourage children to explore new knowledge through play and help them consolidate their learning. The management should also lead the teaching team to review the homework, cancel those relatively difficult content in order to meet children's development.